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ABSTRACT

This curriculum guide is designed for teaching health education to eighth graders but can be modified for use with high school students. The curriculum is divided into four units: 1) mental health, 2) physical health, 3) social health, and 4) behavior patterns. The classroom objectives in each unit are accompanied by teaching strategies and expected outcomes. A listing of community resources is appended. (CJ)

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SECONDARY HEALTH EDUCATION CURRICULUM GUIDE

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ANCHORAGE SCHOOL DISTRICT

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CURRICULUM AND RESOURCE GUIDE
SECONDARY HEALTH EDUCATION

Anchorage School District
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Telephone (907) 333-9561, Extension 231

A Program Development Division Production

Revised May, 1978

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FOREWORD

This Guide is the result of an intensive study initiated by the Anchorage School District Health Curriculum Committee, supplemented and approved by the School Board's Citizens Advisory Committee on Health Education. The guide was approved by the School Board October, 1969, and revised in July, 1971, and October, 1977. The content, materials, and resources in this guide were reviewed by a School Board appointed curriculum committee having extensive participation by lay citizens. This revised edition was approved in May, 1978. It is designed for 8th grade students but can be modified for high school students.

IMPLEMENTATION OF SECONDARY HEALTH PROGRAM SEX EDUCATION

It is the responsibility of the school principal to ensure that the School Board approved program of sex education is implemented in accordance with School Board policies and administrative regulations.

Implementation guidelines are as follows:

1. Parents are to be informed that sex education is an integral part of the health instruction program.
2. Information concerning general course content and opportunity to review instructional materials and films on a specific date will be mailed (sufficiently in advance) to parents of eighth-grade, eleventh-grade, or twelfth-grade students enrolled in the Health Education course. At the eighth-grade level a permission slip for parental signature will be enclosed. (It may be that a letter containing the information will be handed to the parent in a conference setting - report card conference, etc.)
3. Parents are to be given the opportunity to review instructional materials and to view the films used in this guide.
4. Instructional materials are limited to those approved by the School Board which are included in the Secondary Health Education Curriculum Guide.
5. Instructional materials used in this program shall be checked out through the Instructional Materials Center. Filmstrips are no longer checked out through the I.M.C. If your library collection does not have a filmstrip listed in this guide, check with your resource librarian who will request the loan of that filmstrip from another secondary unit's collection.
6. Community resources such as speakers, pamphlets, loaned films, shall be scheduled through the Community Resources Scheduling Center, Instructional Materials Center.
7. If a parent desires to visit a class, he or she should be directed to contact the unit administrator.
8. If, during the course of instruction, parental concerns are raised in relation to instructional materials, parents should contact the unit administrator.
9. Please duplicate, complete, and send the Teacher's Evaluation form to the District Health Consultant at the completion of each major section of this guide. Your comments will provide the basis for revision of this curriculum in the future.

SECONDARY HEALTH EDUCATION CURRICULUM GUIDE

Teacher's Evaluation Sheet

Note: Please complete an evaluation sheet for each major unit in this curriculum guide. Your comments will help in the selection of supplemental materials and the revision of this guide. Your completed evaluation should be sent through inter-school mail to the Health Education Consultant.

1. Unit evaluated (check one)

- ☐ Mental Health
- ☐ Physical Health
- ☐ Social Health
- ☐ Patterns of Habituating Behavior

2. Teaching activities and resources you found helpful in this unit:

3. List the title of any visual aids which you felt were outdated, inadequate or misplaced. (Specify)

4. List titles which should be added to the resources list.

5. List any teaching activities which proved unsatisfactory. Please explain.

6. What additional teaching activities should be added to this unit? Please describe or submit outline.

7. Other suggestions and comments:

What Is The Need For Health Education?

Democracy assures the opportunity for individuals to fulfill their potential. The attainment and development of this potential is a basic right of all individuals and is a major factor in their psychological and physical well-being. Thus the responsibility of the individuals for their own health depends not only upon themselves, but upon the family and the overall health of the community.

Indeed, the vital relationship between health and education can be best expressed by Delbert Oberteuffer who says: "For centuries people have been saying that a definable relationship exists between the two (health and education) which makes the contribution of each an absolute necessity to the effective development of the other. . . To express this relationship in simple terms: One needs to be educated in order to develop fully one's health, and one needs abundant health to make full use of one's education. To claim a broad liberal education without including quite a bit about one's own physical, emotional, and mental mechanisms and their care is nonsense. . ."

Moreover, citizens need to understand and appreciate the results of accelerated research findings in the health sciences. Individuals not only need to be informed of the advances in health sciences, but they also must be sufficiently informed to enable them to appraise and evaluate this research in terms of their application to daily living.

Of equal importance is a consideration of the often aggressive advertising of health products and services. Adequate understanding of these advertisements demands an in-depth background of health education in order to analyze them with intelligence and objectivity. As a result, the individual citizen will be able to avoid the possible impairment of both health and budget.

Citizens are called upon to make decisions on legislation and community actions regarding environmental pollution, conservation of natural resources, fluoridation, immunization, etc. To decide upon platforms, referenda, and campaigns involving public health issues, the voting citizen must understand the basic principles of safe and healthful living.**

Finally, although our nation enjoys a high standard of living, existing individual problems keep this nation from being as strong as it could be. Alcoholism, mental health problems, drug addiction, etc., cry out, not only for solutions, but even more important, for preventative measures. Thus, health education is a major program dedicated to the prevention of widespread social, medical, and psychological difficulties before they become problems in search of solutions.

*Delbert Oberteuffer, "Vitalities Between Health & Education." National Education Journal, March, 1964.

**Leslie W. Irwin, Harold J. Cornacchia and Wesley M. Staton, Health Education in Elementary Schools, St. Louis: C. V. Mosby Company, 1962, pp. 142-146.

Anchorage School District
4600 DeBarr Road
Anchorage, AK 99504

Date _____

Dear Parents of Eighth Grade Students:

As you know, your son or daughter is currently enrolled in the Health Education course that was approved and adopted by the Anchorage School District several years ago. This course covers a variety of topics such as:

- Alcohol, Tobacco, and Drug Education
- Consumer Health
- First Aid and Safety Education
- Mental and Emotional Health
- Understanding of Human Growth and Development (Sex Education)
- Obesity
- Family Relations
- Careers in Health
- Human Anatomy and Physiology
- Values and Decision Making
- Nutrition

Although Health Education is a required semester course for all eighth graders, we recognize that personal philosophy and circumstances will occasionally make it parentally unacceptable for a student to be enrolled in the Sex Education unit. We respect your right to determine whether you wish your son or daughter to study this unit.

During this course of study, films approved by the Secondary Health Education Curriculum Committee, which includes community members composed of concerned parents, teachers, nurses, administrators, and other professional people, will be shown. Open and frank discussion will ensue with focus on human anatomy and physiology within the human reproductive system of both male and female. Questions will be answered in an honest manner, and students will be encouraged to ask about that with which they are not familiar.

We have scheduled a parents' night to preview films and materials to be used in the classroom during this three week unit. We ask all interested parents to please note the time and date below and check if they are going to attend. If there are any questions concerning the unit, the meeting, or any other topic of interest pertaining to the Sex Education unit, please feel free to contact any one of the Health Education teachers at your son's or daughter's school.

Please check the appropriate boxes and have your son or daughter return this form as soon as possible.

Sincerely,

Principal,
Name of School
Phone Number of School

- ☐ Yes, I give my consent for my son or daughter to take the unit of Sex Education in the Health Education classes.
- ☐ No, I do not want my son or daughter to take the unit on Sex Education, and I ask that another assignment be given in a suitable location until the unit is completed.
- ☐ I am interested in attending a parents' previewing of the films and materials to be used in this unit and will attend a special showing on _____.

(Student's Name)

(Signature of Parent or Guardian)

GENERAL TEXTBOOK RESOURCE LIST

- Lampe, John M. Health and Safety for You. San Francisco: McGraw Hill, 1975.
- Lawrence, Thomas Gordon. Your Health and Safety in a Changing Environment. New York: Harcourt, Brace, Jovanovich, 1973.
- Meighan, Donald C. Healthful Living in Your Environment. Palo Alto: Laidlaw, 1972.
- Meller, B. F., et. al. Investigating Your Health. Boston: Houghton Mifflin, 1978.
- Otto, James. Modern Health. New York: Holt, Rinehart and Winston, 1971.
- Otto, James. Modern Health. New York: Holt, Rinehart and Winston, 1976.
- Richmond, Juluis B. et. al. You and Your Health. Glenview, Illinois: Scott Foresman, 1977.
- Schreiver, Alice. Your Health and Safety for Better Living. New York: Harcourt, Brace, Jovanovich, 1977.
- Wilson, Charles C. Health and Growth. Glenview, Illinois: Scott Foresman, 1974.

Secondary Health Education Curriculum Guide

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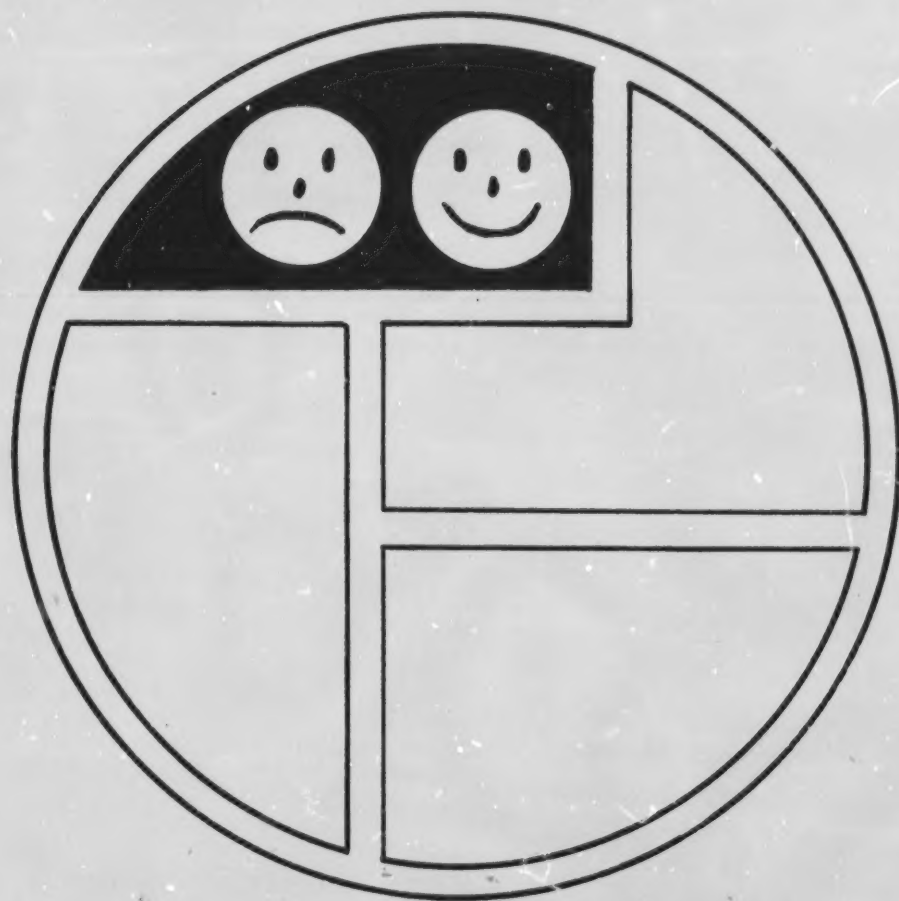
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MENTAL HEALTH

Some experts estimate as much as ninety percent of all health problems can be attributed to mental and emotional illness. Good mental and emotional health is largely dependent upon good interpersonal relationships. One way to develop successful interpersonal relationships, in the school setting, is through daily interaction and honest communication in the classroom. Activities in this unit center around helping students achieve a positive self-image through understanding and communicating their emotions. Teachers should emphasize the importance of the role the family plays in shaping a student's values. The unit suggests teaching strategies that may be used for values clarification and to assist students in the decision-making process. The unit also calls for a review of common misconceptions with regard to mental illness which are barriers to prevention and treatment. A unit on mental health is particularly appropriate in this curriculum guide as the State of Alaska has one of the highest suicide and alcoholism rates in the nation.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students can recognize that all people have emotions which are motivators in human behavior.	Have students suggest situations in which strong emotions might be felt and use them for role playing. Have students watch for "body language" expressions of the various emotions. Have players discuss how they felt in their roles. Divide students into small groups. Have them discuss ways they react when they are afraid, angry, etc. Compile lists of ways of reacting to each of these emotions which students rate as constructive and ways they rate as destructive. Discuss. Role play situations involving fear, anger, or other emotions and have students try different ways of expressing them and different ways of responding to their expression. Ask students to describe which methods of expression were most helpful and which caused the situation to worsen. Use stories, articles, or filmstrips which present hypothetical situations where emotional conflict has led to problems. Through discussion, develop ideas for handling or expressing the emotions for better results.	Student states how he or she reacts when experiencing a given emotion. Student can differentiate between constructive and destructive behavior motivated by emotions.
Students can identify common mental mechanisms or emotions used to avoid solving problems.	Discuss and illustrate the following mental mechanisms which could lead to mental illness if used too often. Have students find illustrations in real life. - Repression - Rationalization - Projection - Displacement - Identification - Conversion - Excessive Daydreaming Have students write short stories illustrating the listed mental mechanisms and discuss in small groups. Role play situations demonstrating characters using these mechanisms and discuss how each person in the situation felt.	Student recognizes when he or she uses avoidance techniques instead of solving problems and can change his or her behavior.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
21	Pick a simple incident that all students are likely to be familiar with; i.e., failing a test, and show how a person might use each of the various mental mechanisms for not facing disappointment. Discuss how continued use of these mechanisms can lead to serious problems. Discuss how some people try to use their emotions alone to solve problems; for example, crying, fighting, sulking, etc.	22

Mental Health

Communicating Feelings

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand the need to communicate with one another in an honest, open way.	Have students use classroom incidents or other situations which they suggest for applying problem solving methods. Discover ways feelings can be expressed to resolve the situation in a way equitable to all concerned. Role play situations where a shy or withdrawn person is helped to be made to feel welcome in a group. Discuss the feelings involved and look for reasons some people find it hard to feel a part of the group. Discuss how it feels to be "on the outside of the crowd looking in." Encourage students to think of ways of helping themselves and their friends to feel more comfortable with other people. Demonstrate blaming, placating, intellectualizing, and avoiding types of behavior. Then divide the class into groups of four. Each group is a "family" and has to arrive at a decision on some matter; e.g., where to go on vacation. Each student assumes the role of one of the four behavior types that are listed and have been demonstrated. The students then act out these types of behavior in the family discussion. That is, in each group of four there will be one blamer, one placator, one intellectualizer, and one avoider. At about five minute intervals have students change roles until they all have tried all four roles. Then have students discuss the way they felt in each role and the results so far as reaching a consensus within the family.	Student talks with others in the classroom and listens with interest to others' feelings and opinions.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand that their decisions and personal conduct reflect their value system.	Ask students to discuss their family's values with their parents. Have students describe experiences that have influenced them in developing their value system. Discuss the topic: "No man can live alone." or "No man is an island."	Student can identify decisions he or she makes that are based upon personal value system.
Students understand the necessity for an ethical code in society.	Through class discussion, compile a list of "universal" values - values that are basic for all persons if they are to live together in a society. Have the class debate the concept that obeying the law is a necessary part of a mature code of ethics.	Student can identify values common to the society in which he or she lives.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students can recognize and define typical problems encountered by adolescents, and using a problem-solving approach, can demonstrate effective decision-making.	Have students suggest some problems they have encountered and, working together, find ways to state the problems so that they are clear and definite. Discuss and illustrate ways people often avoid facing problems by retreating from them or making indiscriminate direct attacks upon them. Role play problem situations, using role reversal techniques to bring out the effectiveness or lack of effectiveness in various methods of meeting problems.	Student states a problem clearly.
Students can recognize that most problems have more than one possible solution and can identify alternatives.	Use psychodrama to portray problems and various ways to solve them. Select a problem that has meaning for most or all of the class members and develop, with class participation, the "force field" concept for getting at all the factors involved in the problem. This can be done as follows: 1. Draw a line across the top of and near the middle of the blackboard. (See diagram below) Label the top "Problem Solved" or "Where I Want To Be." Label the middle "Present Situation" or "Present Position." 2. Ask the students to name all the factors that they can think of that are causing or adding to the problem. List these above the line (middle one) with arrows pointing down to the line. 3. Ask students to name all the factors that they can think of that are present that may help with the solution or that are positive factors in the present situation. List these below the line with arrows pointing up to the line. 4. Develop the idea that the middle line represents the present situation or position in regard to the problem. The process is to cause this line to move upward toward the top line which represents the problem solved position. Ask the question: How can this line be shifted? Some of the suggestions might include: 1. By adding more positive forces below the line the line would be pushed up. (It might be well to caution students that outside forces which are added as support may often be withdrawn and	Student uses "force field" technique or some similar means to examine all factors in a specific problem. Student describes alternative solutions to a given problem.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students can identify effective problem solving patterns.	that the line would then again shift downward.) 2. By removing some of the forces that are above the line and pushing down on it, the line would move upward. This generally leads to the most effective problem solving. 3. Examine the factors above the line that are pushing it down. Determine which are beyond control (cannot be changed at this time) and so must be left for the present. Determine which ones can be changed and thus may provide starting points in working out solutions to the problem. It might also help to rank them as to their relative importance or effect. <u>Problem Solved or Desired Position or Where We/I Want To Be</u> Negative factors or negative driving forces Present Position ↓ ↓ ↓ ↓ ↓ ↓ ↑ ↑ ↑ ↑ ↑ Positive factors or positive driving forces Develop a pattern for problem solving. Let class work together and develop their own ideas on this. A typical pattern might include the following steps: 1. Define the problem. 2. Use the "force field" technique to discover all the factors involved in the problem. 3. Do whatever research or study that is needed to gain more knowledge of the problem situation. 4. Draw up a list of alternative plans of action. 5. Try to predict the probable outcome if each of the alternatives is used. 6. Choose the alternative that seems best and put it into action. 7. Later evaluate the results of the action. If the problem is being solved or progress is good, continue, but if not making good progress, it may be time to pick another of the alternatives and try it. Have students write descriptions of their two most common problems and submit them anonymously. Assign a problem to each small group and have them apply the	Student demonstrates pattern of problem solving on a specific example.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
	problem solving plan of action to suggest a resolution to the problem. Have students write their most common fears and follow the above procedure. Use stories to identify other problem solving techniques. List sources students may go to for help with problems.	

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand that knowing one's own needs, values, and goals is essential to developing good mental health.	Plan a panel discussion on developing self-confidence. Why are the formulation and accomplishment of attainable goals important? Ask students to analyze the statement, "I'll wait until I get to high school (college) before trying to do my best." Have each student write his or her goals for the "kind of person I want to be or goals for the kind of life I want to live." Divide into small groups and discuss. Share main thoughts from these small discussion groups with the class.	Student expresses willingness to explore own values and goals and discuss these with the class.

Mental Health

Maintaining Mental Health

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand the components that contribute to mental health and can identify local mental health resources.	Have students identify common misconceptions concerning mental health. Have students do research on the connection between the emotions and physical well-being. Report it to the class. Have students discuss: "The effects of environment on mental health." Have students list constructive and destructive behavior exhibited by Alaskans. Have students identify community mental health resources and report on their objectives and services to the class. Invite resource persons (psychologist, psychiatrist, doctor) to discuss with the students the relationship between mental and emotional and physical health.	Student can list contributing factors to one's mental health. Student can list at least five local agencies and describe five occupations that are concerned with the maintenance of mental health in Anchorage.

MENTAL HEALTH

Resources

F-3354 Peege

Chesler, Mark, Fox, Robert. Role Playing in the Classroom. Chicago: Science Research Associates, 1966.

Fromm, Eric. The Art of Loving. New York: Harper, 1962.

Gerhard, Muriel. Effective Teaching Strategies with the Behavioral Outcomes Approach. Los Angeles: Parker Publishing Company, 1971.

Glasser, William. Schools Without Failure. New York: Harper & Row, 1969.

Harris, Thomas A. I'm O. K. You're O. K. Boston: G. K. Hall, 1974.

Journard, Sidney M. Disclosing Man to Himself. New York: Van Nostrand-Rinehold Company, 1968.

Jung, Charles C. Force Field Technique of Diagnosing a Problem. Ann Arbor: Institute of Social Research, University of Michigan, 1966.

Meighan, Donald C. Healthful Living in Your Environment. Palo Alto: Laidlaw, 1972.

Otto, James, et. al. Modern Health. New York: Holt, Rinehart, Winston, 1976. Chapters 4-11.

Richmond, Julius B. et. al. You and Your Health. Glenview, Illinois: Scott Foresman, 1977.

Rogers, Carl. Freedom to Learn. Columbus, Ohio: Charles, E. Merrill, 1969.

Satir, Virginia. Peoplemaking. Science and Behavior, 1972.

Schultz, William. Joy. New York: Grove Press, 1967.

Schmuck, Richard, et. al. Problem Solving to Improve Classroom Learning. Chicago: Science Research Associates, 1966.

Shostrom, Everett. Man the Manipulator. Nashville: Abingdon Press, 1967.

*Watt, Lois Belfield. Family Life and Sex Education. Washington D.C.: Department of Health, Education and Welfare, 1967. Chapters 7-5, 8-1, 9-1, 9-4, 10-3, 10-4.

*Reference Books for Teachers Only



PHYSICAL HEALTH

This unit begins with introductory classroom activities in anatomy and physiology emphasizing health care of the body systems. Sex education is also taught. Students at this grade level are assuming more responsibility and exhibiting more independence. Since personal hygiene, physical fitness, and nutrition are all areas of personal responsibility, classroom activities have been included which are designed to help adolescents achieve increased responsibility for their own well-being. The unit concludes with a description of teaching strategies designed to help dispel fears and misunderstandings of diseases and physical problems common to adolescents.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are familiar with the basic vocabulary relating to the lymph system. Students are aware of the double role that the lymph system plays.	Lecture-discussion of the following vocabulary words: lymph, lymph nodes, lymph vessels, the thoracic ducts. Demonstrate on a chart of the lymph system how it works and explain how its nodes and vessels are structured. Describe how the lymphatic system is dependent on locomotion via muscle movement and physical tone. Therefore, one should keep physically fit.	Student can spell and define basic vocabulary words common to the lymph system. Student can describe the function of the lymph system in supplying cells and filtering micro-organisms.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are familiar with a basic vocabulary common to the urinary system.	Lecture-discussion of the following vocabulary words relating to the urinary tract: kidney, ureter, bladder, urine, urethra, enuresis, kidney stones, gonorrhea, nephritis, uremic poisoning.	Student can spell and define basic vocabulary words common to the urinary tract.
Students understand the interrelationship of the parts of the urinary system and how each functions.	Draw and label the parts of the urinary system. Lecture-discussion of the functions of the kidneys; the formation, storage and elimination of urine.	Student can describe the role of the urinary system in the human body and how each part functions.
Students are aware of common disorders of the urinary system.	Lecture-discussion of the common ailments of the urinary systems and their cause, symptoms, treatment, and prevention.	Student can identify the causes, symptoms and treatment of common urinary system ailments.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are familiar with a basic vocabulary common to the endocrine system.	Lecture-discussion of the following vocabulary words relating to the endocrine system: hormones, internal secretion, pituitary, thyroid, parathyroid, islands of Langerhans, adrenal, ovaries, testes, thyroxine, insulin, diabetes, hypoglycemia, adrenalin, epinephrine, cortisone, estrogen.	Student can spell and define basic vocabulary words relating to the endocrine system.
Students are familiar with the location of glands, the human body and the function of the hormones they secrete.	Make a chart listing the glands: their location, their hormone, and the effect the hormones have on our bodies.	Student can sketch the endocrine glands in their correct location on an outline of the body.
Students are aware of common disorders of the endocrine system.	Draw the outline of the body, then sketch the endocrine glands in their approximate places.	Student can identify the hormone each endocrine gland secretes.
	Lecture-discussion on disorders of the endocrine system.	Student can identify the causes, symptoms and treatment of common abnormal hormonal output of the endocrine glands.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are familiar with a basic vocabulary common to the skeletal and muscular systems of the human body.	Lecture-discussion on the following vocabulary words: skeleton, ligament, skull, backbone vertebra, cartilage, thorax, rib, shoulder girdle, pelvic girdle, bone marrow, joint, rheumatism, arthritis, tendons, mandible, maxilla, clavicle, sternum, scapula, humerus, radius, ulna, carpals, phalanges, femur, patella, tibia, fibula, tonsils, muscle, tone, voluntary, involuntary, cardiac, antagonists, charlie horse, hernia, strain, sprain.	Student can spell and define basic vocabulary words relating to the skeletal and muscular systems of the human body.
Students are familiar with the major bones in the human skeleton.	Go over location and function of the bones on a skeleton.	Student can locate and name the major bones in the human skeleton.
Students understand how muscles and bones interact to enable us to move.	Using the skeleton and a chart of the muscles, go over how muscles attach and work so that movement occurs. Assign each student to make a poster showing a physical activity; i.e., throwing a baseball. Have the students draw or cut out pictures of the activity and explain on the poster the major muscles used in the activity.	Student can describe the location and function of voluntary, involuntary, and cardiac muscle tissue and the nature of muscle action.
Students understand the relationship between good posture and good health.	Discussion-lecture on posture and outcome of poor or correct posture.	Student can describe how personal appearance and physical health are related to good posture.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are familiar with a basic vocabulary relating to the respiratory system.	Lecture-discussion of the following vocabulary words relating to the respiratory system: breathing, respiration, air, nose, pharynx, larynx, trachea, bronchi, bronchiole, alveoli, lung, air pressure, diaphragm, bronchitis, emphysema, asthma, pleura, respiratory center, air pollution, hiccups.	Student can spell and define basic vocabulary words relating to the respiratory system.
Students understand how the breathing process works.	Diagram and label the main parts of the respiratory tract. Discussion on various ways other organisms get oxygen into their bodies. Lecture-discussion on how air gets into and out of the lungs in the breathing process.	Student can diagram and explain the function of the various parts of the human respiratory system and how they interrelate.
Students are aware of how air pollution and disease can make one's respiratory system less efficient.	Lecture-discussion on how various forms of polluted air can adversely affect the respiratory tract. General discussion on the various respiratory diseases, their prevention and cures. Bring animal lung to class and let student examine it.	Student can describe the causes, symptoms and treatment of common respiratory ailments.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are familiar with a basic vocabulary relating to the eye and ear.	Lecture-discussion of the following vocabulary words: eye, eyelid, rods, eyebrow, eyelash, cornea, iris, cones, pupil, lens, retina, sclera, optic nerve, vitreous humor, ciliary muscle, refraction, accommodation, farsighted, nearsighted, astigmatism, Snellen chart, 20/20, ophthalmologist, optometrist, optician, color blindness, strabismus, cataract, glaucoma, optic nerve, braille, blepharitis, conjunctivitis, sty, ear, ear canal, ear drum, chain of bones, semicircular canal, cochlea, eustachian tube, auditory nerve, decibels, otologist, noise, hearing aid.	Student can spell and define basic vocabulary words relating to the eye and ear.
Students understand how the ear and eye function.	Students draw and label a drawing of the eye and ear. Lecture-discussion on the seeing and hearing process.	Student can describe the structures and function of the eye and ear.
Students are familiar with common eye and ear ailments, their causes, symptoms, and treatments.	Lecture-discussion on common ailments of the eye and ear and their causes, symptoms, treatment, and cure.	Student can describe the symptoms, causes, and treatment of common eye and ear ailments.
Students are familiar with safety precautions to protect their vision and hearing.	Lecture-discussion on ways of protecting our sight and hearing during normal day-to-day living.	Student can list guidelines for the protection of sight and hearing.
Students are aware of non-prescriptive eye and ear medicines and their effectiveness.	A class discussion on advertised eye and ear medicine and their effectiveness.	Student can choose an advertised product for eye or ear treatment with the knowledge of its effectiveness.
Students can interpret a common vision test.	Have students test one another using the Snellen Chart.	Student can describe and demonstrate the vision test using the Snellen Chart.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students will understand the basic vocabulary related to the nervous system.	Lecture-discussion of the following vocabulary words common to the nervous system: central nervous system, autonomic nervous system, brain, spinal cord, sensory nerves, motor nerves, axon, dendrite cell body, synapse, association nerves, cerebrum, cerebellum, midbrain, pons, medulla oblongata, reflex, habit, stimulus, response, pain, epilepsy, poliomyelitis, stroke, mental retardation, meningitis, encephalitis, Parkinson's disease, rabies, syphilis, multiple sclerosis.	Student can spell and define basic vocabulary words relating to the central nervous system.
Students are familiar with the function and interrelationship of the parts of the central nervous system.	Draw and label an outline of the brain and its major parts. Make a drawing of the body's outline, showing the central nervous system and demonstrate how the voluntary impulses go from one part of the body to another. Explain the involuntary system.	Student describes the structure and function of the various parts of the nervous system and how they interrelate.
Students are aware of the causes, symptoms, treatment, and prevention of common disorders and diseases of the nervous system.	Show how nerve impulses move from one cell body to another. Lecture-discussion of the various disorders, diseases, and injuries of the nervous system, their causes, symptoms and treatments.	Student can describe the concept of stimulus-response. Student can identify the causes and symptoms of common nervous system ailments.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand basic vocabulary associated with the circulatory system.	Conduct lecture-discussion on the following: Words for learning: blood, plasma, red cell, white cell, platelet, hemoglobin, artery, capillary, vein, heart, atria, ventricle, valves, blood pressure, pulse, systole, diastole, clot, anemia, leukemia, hemophilia, RH factor, heart murmur, rheumatic fever, coronary occlusion or thrombosis, cholesterol, saturated fats, arteriosclerosis.	Student can spell and define vocabulary associated with circulatory system.
Students understand the role and function of the heart and blood vessels in the circulatory system.	Sketch a heart and have the students label the chambers and show the valves. Explain the route that blood takes through the heart.	Student can sketch the heart, identify its chambers and valves and explain the path of blood through it.
Students are familiar with common circulatory ailments.	Lecture-discussion on various disorders and diseases of the blood system and treatment.	Student can describe the causes, symptoms, and treatment for common circulatory ailments.
Students understand what is meant by blood types and RH factor.	Lecture-discussion on types of blood and RH factor.	Student knows his or her blood type.
Students understand pulse rate.	Have students take their own pulse and that of someone else.	Student can take his or her own pulse and that of someone else.
Students understand blood pressure.	Have school nurse come in to class and demonstrate how blood pressure is taken and what it means.	Student knows own blood pressure and can interpret it.
Students are aware of modern medicine with regard to the circulatory system.	Have students gather information on heart transplants, pacemakers, bypass, etc., and report.	Student can describe at least one modern medical innovation with regard to circulatory ailments.

Physical Health

Anatomy & Physiology

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are familiar with the parts of the digestive tract and their function and vocabulary associated with the digestive system.	Lecture-discussion of the following vocabulary words concerning the digestive system: digestive tract, saliva, enzymes, peristalsis, mouth, pharynx, esophagus, stomach, small intestine, large intestine, rectum, anus, gastric juice, duodenum, bile, liver, pancreas, spleen, villi, feces, vomiting, diarrhea, constipation, enema, laxative, ulcer, appendix, hemorrhoids, bowels, heartburn.	Student can spell and define vocabulary words common to a discussion of the digestive system.
Students are familiar with the digestive system and how food is digested.	Have students sketch and label a drawing of the digestive tract.	Student diagrams, labels, and describes the major parts of and function of the digestive systems and related organs.
Students are familiar with non-prescriptive preparations designed to relieve digestive distress.	Discuss the composition of various non-prescriptive medicinal preparations designed to relieve digestive distress.	Student can identify the symptoms of common digestive ailments and can identify remedies they may need for minor digestive upsets.
Students are aware that infestations with digestive parasites is low in the United States but a problem elsewhere in the world.	Lecture-discussion of the common internal parasites that may infect a person's digestive tract and what to do about them. (Ascaries, hookworms, tapeworms and pin worms.) Have students make drawings or models of the various common intestinal parasites.	Student can identify common internal parasites.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are aware of the factors involved in the sense of taste.	Draw a tongue on the board and point out the locations that are primary receptors for the different senses of taste. Have students eat small pieces of various foods. Have them shut their eyes, hold their nose, and try to identify the same foods. Draw conclusions. Lecture-discuss the role of emotions and eating habits on digestion.	Student can describe the effects of emotion and the other senses on digestion.

Physical Health

Sex Education

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are familiar with the parts of the human reproductive system and know the scientific terminology to describe human anatomy and the physical functioning of the human body.	Use anatomy charts to review the systems and have students become knowledgeable about and able to use the correct names for the parts and functions of the reproductive systems.	Student uses the correct terminology in describing the parts of the reproductive system and function of each part.
Students feel free to ask questions concerning sex education.	Discuss "correct" terms vs. slang terms and how being able to use correct terminology may make it easier to discuss sex freely in many situations.	
	Introduce the Question Box and request each student to place a written question in the box. Allow time in class for this. Asking every student to write at least one question (even if it is only to bring up some matter he knows about but thinks the others in the class may not know about) helps the more timid students feel free to write questions.	Student places questions in question box regarding human growth and development.
	Answer all questions freely in class discussions, encouraging students to ask more as they come to mind.	
Students are familiar with the basic vocabulary relating to the human reproductive system.	Lecture-discussion of the following vocabulary words relating to the human reproductive system: heredity, gene, chromosome, sperm, egg, dominant, recessive, DNA, sickle-cell anemia, genotype, phenotype, down's syndrome, Tay-Sachs disease, galactosemia, hemophilia, cystic fibrosis, albinism, phenylketonuria, immunogenetics.	Student can spell and define basic vocabulary words common to the human reproductive system.
Students are familiar with basic laws of heredity.	Illustrate a genetic simple cross on the chalkboard. Have students compose their own chart using similar traits.	Student can describe in genetic terms how sex is determined by chromosomes.
Students are familiar with the terms: conception, gestation, fetal development, labor and delivery, contraception, and pregnancy control.	School nurses and community resources; e.g., Municipal Health Department and March of Dimes, may be used in teaching about conception, gestation, fetal development, labor and delivery, contraception, and pregnancy control.	

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are aware of external factors affecting fetal development: tobacco, alcohol, drugs, obesity, nutrition, VD, rubella and other disease conditions.	Have students survey the class for data to determine the percentage of students who have common inherited traits. Have students draw or make the molecular structure of DNA. Have students write reports on inherited traits such as hemophilia, color blindness, sickle cell, etc. Have students report on persons who have been involved in the study of genetics such as Mendel, Burbank, Lamarck, Pauling and Watson. Have students draw and/or construct models of the 23 pairs of human chromosomes, models showing gene arrangement, and models of meiosis. Discuss the following atypical behavior: homosexuality exhibitionism rape incest prostitution promiscuity Discuss or role play how a student may handle an incident involving atypical sexual behavior if such an incident should occur. Discuss some of the ways society handles atypical sexual behavior (as health problems, legal problems, moral problems, social problems, etc.) Use resource persons from the medical, psychological, and legal professions to discuss and answer questions on atypical sexual behavior.	Student can describe how new traits evolve through mutation. Student is aware that atypical sexual behavior exists. Student expresses ways he or she can protect himself or herself from encounters with people exhibiting atypical sexual behavior.

Physical Health

Sex Education

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are aware of how growth patterns affect emotional and physical development.	Have the class discuss the term "growing up" and compose a definition.	Student describes how interests, and other parts of life pattern have changed and are continuing to change with growing older.
Students understand the role sexuality plays in one's life.	Discuss the words: pre-adolescence, adolescence, maturity, and adult.	Student can describe how his or her sexuality influences his or her other interests, choices, and role in our society.
Students are aware of common abnormalities.	Discuss in small groups how one's sex is an integral part of one's life and helps to define one's roles in life. Discuss how the changing roles of the sexes has changed our society.	
Students are aware that inability to get a "deep enough breath" is usually due to the collapsing of the alveoli (normal if clearing in 30 minutes).	Discuss body odor - first sign of puberty, Osgood Schlatter disease - swollen sore area in front just below the knee, sore tip of heels (due to disintegrating epiphysis), pains in side (liver or spleen) with exercise.	
Students are aware that growing pains are due to loose ligaments that allow growth and double-jointedness. This allows easy straining and spraining of the ligaments.	Discuss inability to get a "deep enough breath" usually due to the collapsing of the alveoli.	Student expresses awareness of causes of these "normal" abnormalities.
Boys must be aware of common or "normal" abnormalities limited to boys only.	Discuss that growing pains are due to loose ligaments that allow growth and double-jointedness.	
Girls must be aware of common or "normal" abnormalities specific for girls.	Discuss: breast buds are normal and may be tender. They may last for one year. Erections at first come from any excitement or nervous stimulation, later come specifically from sex stimulation. Wet dreams are normal (call it "overflow" when teaching).	Girls express awareness of these factors.
Girls are aware of use of tampons and pads.	Discussion of Mittelschmerz pains, tender breasts and nipples, menstrual cramps, normal vaginal discharge.	Student expresses awareness of many factors that enter into personal decision regarding use of tampons or pads.
	Discussion of tampons and pads.	

Physical Health

Sex Education

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are aware of common venereal diseases, their identification, cures, and preventive measures.	Invite a resource person from the Municipal Health Department into class to discuss venereal diseases and how they are treated in Anchorage.	Students describe how VD is spread, its symptoms, prevention, and treatment.
Students are aware that a healthy understanding of their sex drive is important to their individual development.	Assign reports on venereal diseases to students who volunteer. Discuss the document from <u>Family Life and Sex Education No. 9-10 "The Great Debate: Sexual Intercourse Before Marriage"</u> and Document 10-3 "What is Moral and What is Immoral?"	Student expresses awareness of the many factors (family influence, self-image, values, moral code, societal concerns, peer pressures, etc.) that are involved in making personal decisions.

Physical Health

Personal Hygiene

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME															
Students know about the composition of their teeth, how to care for them, how to control and eliminate common problems and diseases, and the importance of proper diet in maintaining good dental health.	Vocabulary words for learning: tooth, enamel, dentine, pulp, pulp cavity, crown, neck, root, root canal, cementum, primary, permanent, incisors, cuspids, premolars, molars, fluoride, caries, abcess, malocclusion, gingivitis, trench mouth, pyorrhea, halitosis, flossing, dentist, orthodontist, plaque.	Student can spell and define vocabulary associated with dental hygiene.															
	Lecture-discussion on the vocabulary words, involving students as much as possible.																
	Students should sketch a tooth, and label its parts. Draw a simple chart on the board to show type of tooth, its function, and the number of teeth: <table> <tr> <th>Type</th> <th>Functions</th> <th>Number</th> </tr> <tr> <td>Incisor</td> <td>Cutting</td> <td>8</td> </tr> <tr> <td>Cuspid</td> <td>Tearing</td> <td>4</td> </tr> <tr> <td>Premolar</td> <td>Crushing</td> <td>8</td> </tr> <tr> <td>Molar</td> <td>Grinding</td> <td>12</td> </tr> </table>	Type	Functions	Number	Incisor	Cutting	8	Cuspid	Tearing	4	Premolar	Crushing	8	Molar	Grinding	12	Student will diagram, label, and describe the major parts of and functions of a tooth.
	Type	Functions	Number														
	Incisor	Cutting	8														
	Cuspid	Tearing	4														
	Premolar	Crushing	8														
	Molar	Grinding	12														
A discussion (with skulls if possible) on the various types of teeth in different animals and how the teeth are suited for the animal's specific need.	Student can tell how many of each type of tooth they have and the basic functions of each type.																
A discussion on the dietary needs of the teeth, what food elements are necessary for good tooth and gum development, and those foods which may impede development or destroy the teeth and gums.	Student can give examples of different animals, the number of teeth and functions.																
Have dentist discuss with class common tooth and gum disorders, their causes and how to eliminate them.	Student can describe how proper diet plays an important role in the development and maintenance of healthy teeth and gums.																
	Student can describe the cause of major tooth and gum disorders and how to eliminate them.																
Have dental hygienist demonstrate to class the proper daily care of teeth and gums.	Student can demonstrate proper dental care of teeth and gums.																

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CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students will have a basic understanding of the composition of skin and hair, and how the different parts function.	Vocabulary words for learning: skin, pigment, epidermis, dermis, sweat gland, sebaceous gland, hair follicle, pore, allergy, nails, dermatitis, acne, blackhead, pimple, boil, impetigo, ringworm, athlete's foot, body lice, herpes, hives, eczema, wart, mole, freckle, birthmark, sunburn, dandruff, baldness, deodorant, cuticles, antiperspirant, depilatories, and cosmetics. Lecture-discussion on the vocabulary words with as much student involvement as possible. Have students sketch a cross section of the skin and label the major parts from memory. Discussion on acquired and inherited skin and hair traits.	Student can spell and define vocabulary words associated with hair and skin.
Students understand that certain skin and hair traits are inherited and are permanent and that other skin and hair traits are acquired and are only temporary.		Student will diagram, label, and describe the major parts and functions of the skin and hair.
Students recognize common adolescent problems concerning hair and skin and are familiar with major products available for hair and skin care.	Draw students into discussion of common skin and hair problems. Start off by stating one you may have. List problems and students' solution responses on the board. Eliminate worthless remedies. Draw conclusions. Have students bring to class advertisements and actual containers of skin and hair care products and beauty aids. Analyze the claims and ingredients. Ask student for personal experiences with these products. Draw conclusions.	Student can describe why skin and hair appears in different colors and textures. Student can describe common adolescent skin and hair problems and ways to control or eliminate them. Student can describe steps for good skin and hair care.

Physical Health

Physical Fitness

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand what is involved in achieving physical fitness.	Have students identify ways modern living differs from life 100 years ago, factors that have been most responsible for these changes, and how they relate to physical fitness. Discuss: "What is fitness?" "What makes a person unfit?" Have students compile a list of physical activities which are available in Anchorage for students to participate in. Have them compute how much time they spend participating in these physical activities and how much time they spend in such non-physical activities, such as watching T.V. Discuss the role of sleep, relaxation, and exercise to total fitness.	Student identifies and describes contributing factors to personal physical fitness.
Students have information provided to help them develop their own physical fitness program.	Have students conduct a survey to find out such things as the amount of sleep, exercise, relaxation, and diet, etc., that a group of their peers get. Draw conclusions. Invite a coach to class to talk about physical fitness - how it is a personal goal and need not be identified with competitive sports. Have students interview physical therapists, coaches, medical doctors, etc., and report on their recommendations for fitness. Have students make a plan or chart of what they think would be an ideal daily schedule for maintaining good physical fitness, then have them write a comparison of the ideal with their own schedule. Have students draw up a daily living plan for themselves that would be realistic for them to follow to improve their fitness.	Student develops personal physical fitness program.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are familiar with common contagious and non-contagious diseases.	Conduct lecture-discussion of the following vocabulary words: pollution, smog, allergy, microorganism, germ, quarantine, communicable disease, infections, disease, contagious disease, bacteria, fungi, protozoans, spirochetes, rickettsiae and viruses, carrier, leukocytes, fever, antibodies, toxins, immunity, vaccination, toxoid, tuberculin test, congenital. Make a chart listing common diseases and physical disabilities and fill in the following information: Disease, Cause, How Spread, Site of Infection, Incubation Period, Symptoms and Signs, Treatment, Prognosis of Recovery, Immunity. Have students research and report on certain adolescent diseases. Research and report on famous men and women who made discoveries concerning various aspects of disease. Research and report on disease in other countries. Draw and/or make models of organisms that cause disease. Have the school nurse visit the class to discuss the most common ailments she sees at school and their prevention. Answer students' questions. Interview people in the health services: medical doctors, dieticians, nurses, teachers, paramedics, etc., regarding common adolescent diseases and their prevention. Have students find out and list all the diseases they have had and if they could have been prevented by immunizations.	Student can identify and describe the major contagious and non-contagious diseases that are prevalent in our society.

Physical Health

Nutrition

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are familiar with basic vocabulary associated with nutrition.	Conduct lecture-discussion on the following vocabulary words associated with nutrition: nutrients, proteins, amino acids, carbohydrates, fats, minerals, vitamins, rickets, roughage, bran, fiber, calories, cholesterol, diet, organic food, health food, sugar, starch, appetite, hunger, energy, vegetarian, preservatives, additive.	Student can spell and define vocabulary words associated with nutrition.
Students understand that foods are classified into groups and provide the human body with the chemicals it needs to function.	Have students draw or cut out examples of the food groups and make a collage.	Student can name the four food groups and describe the part each contributes to human nutrition.
Students understand the importance of having the basic knowledge of the nutrients and energy in food to plan a balanced diet.	Have students make a chart of the vitamins and minerals and identify sources from which they may be obtained.	Student can identify the dietary requirements for good health.
	Make calorie charts available to students and have them analyze the school lunch menu for one week in terms of nutrients and caloric values.	
	Have students keep a record of all foods they have eaten for one week and break each day down into various groups of nutrients and calories.	
	Have students prepare daily balanced meals, keeping within their previously determined calorie limits.	Student can describe, in terms of calorie exchange, how weight is gained or lost.
	Have students write a short paper describing how one's diet can be improved using the information obtained in class.	Student prepares a simple balanced diet exhibiting control of calories.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand the purpose of various methods of packaging food and how to interpret a label to make an intelligent selection of foods for good health.	Have students bring in labels from food products and analyze contents.	Student explains the use of food additives to control spoilage, contamination, and vitamin and mineral deficiencies.
	Have students make a list of all added chemicals in packaged foods and find out what they are for.	
	Have students examine, discuss, and then report on how food is advertised and packaged to make it appealing to customers.	Student can describe at least two examples of advertising and packaging schemes designed to encourage the consumer to buy the product.
Students examine various methods of dieting and diet plans and evaluate their effectiveness.	Have students gather information and report on various diet plans.	Student questions fad diets as to their validity and effectiveness.

PHYSICAL HEALTH

Resources

Anatomy and Physiology

F-449	Human Body: Nervous System
F-529	Fundamentals of the Nervous System
F-530	Blood
F-735	Human Body: Digestive System
F-736	Human Body: Excretory System
F-737	Human Body: Muscular System
F-740	Human Body: Respiratory System
F-741	Human Body: Skeleton
F-744	Human Body: Circulatory System
F-847	Improving Your Posture
F-943	Drugs and the Nervous System
F-1027	Story of the Bloodstream
F-1226	Senses of Man
F-1254	Nervous System in Man
F-1323	Principals of Endocrine Activity
F-1353	Work of the Heart
F-1458	How Blood Clots
F-1876	Then One Year
F-1885	I Am Joe's Heart
UN267	Talking Eye
UN268	Talking Ear
UN269	Talking Teeth
UN271	Supermachine: The Human Body System
UN273	Skin
UN274	Visible Man and Visible Woman
UN277	Ear and Hearing
UN278	Digestive System Model
UN281	Human Skeleton

"Adolescent Medicine," Adolescent Medicine, Inc., 1014 Indian Road, Glenview, Illinois 60025.

"Encyclopedia of Health Sciences," Medical Readings, Inc. P.O. Box 3721, Stanford, California 94305

Sex Education

F-222	Laws of Heredity
F-531	DNA: Molecule of Heredity
F-594	Meiosis - Sex Cell Formation
F-728	Gene Action

F-739 Human Body: Reproductive System
 F-904 Heredity: Basis of Evolution
 F-926 Conscience of a Child
 F-945 Human Heredity
 F-962 Phoebe-Story of a Premarital Pregnancy
 F-1281 Kathy
 F-1282 From Generation to Generation
 F-1284 Her Name is Ellie: His Name is Lyle
 F-1285 Half-million Teenagers
 F-1770 VD - A New Focus
 F-2238 It Happens
 F-2864 The Human Image: Masculinity/Femininity
 F-3353 VD - Truths and Consequences
 F-3355 Circle Called Man
 F-3356 Are You Ready For Sex?

Duval, Evelyn. Why Wait Till Marriage? Eau Claire: Hale, 1965.

Glassberg, Bert Y., M. D. Teenage Sex Counselor. Woodburn, New York: Barron's Education Series. 1965.

Julian, C. J., Jackson, E. N. Modern Sex Education. New York: Holt, Rinehart, Winston, 1972.

*Schutz, Esther, Williams, Sally R. Family Life and Sex Education. New York: Harcourt Brace, 1969.

*Watt, Lois Belfield. Family Life and Sex Education. Washington, D.C.: Department of Health, Education and Welfare, 1967.

9-10 The Great Debate: Sexual Intercourse Before Marriage
 9-11 Homosexuality
 9-12 Exhibitionism
 10-3 What is Moral and What is Immoral?

*American Academy of Political and Social Science. "Sexual Codes in Teenage Culture," (Volume 338: November, 1961) pp. 53-62.

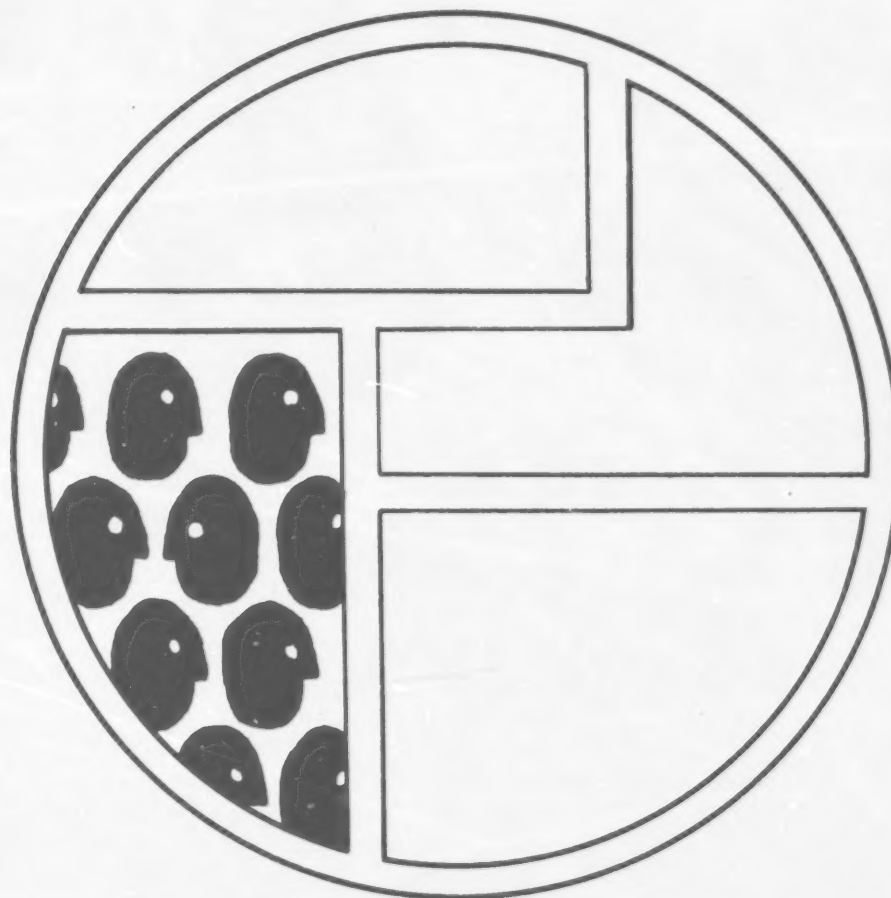
Diseases and Physical Problems

F-243 Micro-organisms That Cause Disease
 F-563 World of Micro-life
 F-1146 From One Cell
 F-1388 Wild Cell
 UN-19 Cancer

Nutrition

F-433 Eat for Health
 F-738 Human Body: Nutrition and Metabolism
 F-764 Better Breakfast USA
 F-841 Nutritional Needs Of Our Bodies
 UN-529 Nutritional Basics

*Reference Books For Teachers Only



SOCIAL HEALTH

This section of the Guide concentrates on teaching strategies that explore the role one's family and peers play in shaping an individual's personality and behavior. Recognizing the increasing concern over the effect of pollution upon our health, we have placed in this unit a section on environmental health. First aid and safety education activities, designed to reflect some of the special considerations due to living in Alaska, are also included. The unit concludes with teaching strategies designed to help students become more knowledgeable consumers of health products and more aware of the accessibility of local, State and Federal health care systems.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students recognize that living in a family requires continuous individual adjustment.	Discuss factors that contribute to healthy family relationships. What type of respect should exist between parents in order to strengthen the family unit? Between grandparents and children? Between brothers and sisters? Between parents and children? Have students discuss the extent to which they should be involved in family decision making. Request that they list the decisions in which they believe they should have a part, those which they should be allowed to make themselves, and those which are none of their concern. Role play problems suggested by students. Ask students to develop hypothetical situations where an older brother or sister has the advantage or disadvantage in the family. Do the same for a younger sister or brother, etc. Role play a family council that considers a problem and reaches a solution on the basis of the following principles: - Earning the right to adult freedom - Necessary allocation of authority - Maintenance of mutual respect and courtesy - Maintenance of health and well-being of all Have students list areas of possible family conflict. Divide the class into small discussion groups. Choose the conflicts most often listed and assign each group a conflict situation to discuss and propose resolutions. Report to the class and discuss. Discuss a current movie, play, or piece of literature to illustrate consequences of revenge, retaliation, or dictatorial actions. Use case histories of serious family problems and ways which people have solved them. Have the class discuss the appropriateness of the solution.	Student discusses conflicts and ways that these might be resolved constructively. Student explores ideas and tries out ways to improve family relationships and talks about the outcomes. Student demonstrates problem solving strategy used to solve family problems.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand how the roles of family members change as a society changes.	Have the class compare and contrast family life in colonial times with that of today. Have small discussion groups list and report to the class the changes they have noted in family organization. Use role playing to dramatize the roles of the various members of the traditional family compared to those of the family of today. Have the students discuss which responsibilities belong to the family and which may be delegated to other agencies, such as church, school, health departments, law enforcement agencies, social welfare agencies, etc.	Student discusses how family life has changed from the past and how it may change in the future.
Students recognize that each member of a family has responsibilities to ensure the well-being of the family unit.	Discuss ways students can contribute to the family's stability when the mother is employed. Have students compile a list of household tasks appropriate for them to take full responsibility for. Have students make a daily schedule of activities and evaluate its effectiveness in terms of the time allowed for schoolwork, recreation, and family responsibilities.	Student describes the role he or she plays in the family.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students recognize the need to accept themselves as individuals with varying capacities and abilities for living and working with others.	Have all class members list what they think they should know about themselves. List and group the items and discuss their relative importance. Have the class discuss each of the following topics. Avoid having any group evaluation that might embarrass individual students. What is personality? - Your physical build - The way you walk, talk, dress - The way you think - Your feelings: fears, hopes, interests - The way you get along with others - The way other people affect you What factors influence your personality? Every human being starts life with the same basic qualities, but each evolves a unique personality. Some of the factors are: - Environment - Family - Heredity - School - Friends - Maturity Why is it important to know yourself? - Interests - Aptitudes - Personal preferences - Character traits - Physical and emotional health - Behavior patterns	Student describes self. Student expresses desire to change something about himself or herself and takes steps to do so.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand contributing factors toward personality.	What are some practical ways to improve your personality? Understanding your needs Trying to understand others Having emotional control Have class members write a description of an ideal friend. Discuss these descriptions and the qualities included. Ask class members to list five characteristics they admire in a person. Appoint a committee to prepare a self-rating scale, using the characteristics prepared by the class. Use as a self-administered checklist. Have the class suggest and describe common personality problems. Use small group discussions to search for possible causes and resolutions to these problems. Have students evaluate the personality of a famous person.	
Students understand the relationship of behavior to emotional maturity.	Demonstrate how persons tend to react in a negative way to expressions of hostility. Discuss being "phony" vs. being "real." Discuss how attitudes of acceptance are expressed. That is, by facial expression, quality of voice, approach, friendliness, body gestures, etc. Have students test these ideas by recording reactions of people they meet during the day. Divide the class into small groups. Ask each group to list as many ideas as they can in ten minutes with reference to the topic "What I think contributes to the mature personality." Have student recorders report the ideas to the class. Discuss. Role play typical situations where insight is needed. Use situations suggested by class members that are realistic for them. Role play situations to consider and interpret how it feels to be "different" and use as a basis for discussion of how to treat others who differ from us in race, beliefs, and customs.	Students describe qualities of a good emotional maturity adjustment; i.e., - Is not dominated by moods. - Has learned constructive ways of working out or dealing with feelings. - Is cooperative. - Reduces tendencies to be jealous. - Is not easily hurt. - Is generous in judgment of others. - Works to be adaptable. - Can make reasonable decisions. - Meets problems constructively. - Has realistic life expectations. - Knows the kind of person he or she is and what he or she wants to be. - Is able to meet responsibilities. - When required, can sacrifice own preferences for the good of others.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students recognize that growth patterns affect both physical and emotional development.	Have students write and perform skits illustrating typical adolescent behaviors. Use small group discussions to react to the frequent admonition to "act your age." Discuss how one person may have several different ages. Have pupils keep notes for several days on the behavior of young people in various places: on the street, at public gatherings, on the bus, in school, etc. Then ask them to report on special incidents, good or bad, which impressed them. Have students develop rating charts of traits that make good friends. Use the rating chart for self-evaluation. Role play introductions and ways of meeting older new friends. Discuss the difference between belonging to and being on the outside of a group. Discuss or debate the following topics: 1. Some people are born with the ability to make friends. 2. Beauty and brains count most in winning friends. 3. Having plenty of spending money is a sure way to win friends. 4. One of the best ways to make friends is to follow the ads, use the "glamor" products recommended, and wear the latest fashions in clothes. Discuss ways that your family helps you become a friendlier person. Prepare a list of "rules" for getting along with others.	Student can describe how his or her abilities, and other parts of his or her life pattern have changed and are continuing to change as he or she grows older.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand that in early adolescence boys and girls become increasingly interested in being together and learn skills in inter-personal relationships.	Have the class design and use a dating customs survey. Have a committee compile the results and report to the class. Discuss. Have students collect clippings from newspapers and magazines that reflect current dating attitudes. Have them write their personal reactions to some of these. Report on dating customs in other countries. Have the class design a survey instrument to obtain the opinions of adults and students on the age to start dating. Compile the results. Arrange a panel discussion of students and parents to discuss "the role of a chaperone at a party." Have the class list the various kinds of dating activities available to them in this community. Have the class discuss the problems and benefits of boy-girl parties in individual homes. Have the class list ways a student may be introduced to someone they think they might like. Have the class list the qualities they would like a date to have. Have the class identify and discuss their own standards. Form a panel of students, parents, and other interested persons to discuss standards for dating. Have the class discuss the following ideas regarding public demonstrations of affection: 1. indicates insecurity of one of the couple; 2. indicates overpossessiveness of one of the couple; 3. indicates poor taste; 4. is harmful to the girl's reputation; 5. is an indication that standards have changed.	Student exhibits understanding that sex influences his or her interests, many choices, and overall role in our society.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students recognize that having a personal standard of behavior makes decision-making easier.	Have the girls write questions for a panel of six boys on things they would like to ask them about dating. Do the same with boys asking questions of a panel of six girls.	Student describes what it is like to feel pressured to "go along with the crowd."
	Have the class discuss the meaning of conformity and peer pressure. Discuss whether this is a problem for them. Choose a current issue and debate it from the aspect of conforming or not conforming.	Student talks about ways he or she can refuse to yield to peer pressure and still maintain friendships.
	Have students list problems or areas of life that require the making of personal decisions. For example: the use of drugs, dating activities, parental restrictions and how to meet them, attitudes toward school, choice of friends, etc. Divide into small groups and list and describe situations where these decisions can be influenced by the opinions and demands of friends. Role play some of these situations and have the students describe how they felt about the pressure being exerted on them by their peers and how they think it influenced them.	Student talks about need to be true to oneself and one's beliefs.
	Have students write skits showing how peer pressure influences the making of certain decisions. Act them out and discuss.	Student recognizes rights of others to be different and to behave differently.
	Assist students in using problem solving methods when making important personal decisions.	Student talks about need to make own decisions so he or she can feel "right" about them.
	Devise a situation involving the concept of conformity. Develop and administer a list of multiple choice questions with several responses, each of which is correct. Poll the class by a show of hands to find out how many chose each response and record on chalkboard. Permit the students to change their minds and poll the class again. Evaluate the role of conformity in influencing students to change original answers.	Student recognizes need to inform self about factors that may influence decisions.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students recognize the effect of their environment upon their personal health.	Have students take photographs, demonstrate, make a display, give a speech, etc., showing how people pollute in Anchorage. Divide the class into four groups. Have each group interview at least ten adults and ten students their age on the topics listed below: 1. Pollution in general 2. Carbon-monoxide count in Anchorage during peak traffic hours 3. Noise pollution 4. Recycling waste products 5. The use of pesticides Discuss survey results. Compare adult responses with those of students. Have student oppose or defend a controversial issue which results from man's use of new technology; i.e., Alaska Pipeline, SST - Concorde. Have a group of students research how pollution affected Anchorage 50-60 years ago. Students may wish to use the Alaskan collections in the National Bank of Alaska Heritage Library, Loussac Library, Anchorage Historical and Fine Arts Museum. They may also wish to interview pioneer Alaskans.	Student can list at least five causes of pollution in the Anchorage area that could affect his or her health.

Social Health

Environmental Health

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are aware of protective environmental agencies in the Anchorage area.	Have students discuss the impact upon themselves and their community of the following agencies: 1. Environmental Protection Agency 2. Department of Health & Environmental Protection - Municipality of Anchorage 3. Bureau of Land Management 4. United States Forest Service 5. United States Park Service 6. State of Alaska - Park Service 7. Center for the Environment	Student can name environmental agencies in Anchorage and describe their objectives and services.
Students are aware of the causes of air pollution in Anchorage.	Demonstrate and discuss SO₂. Burn a very small amount of sulfur powder in a glass petri dish. Allow students to take a small whiff. Explain that this gas is present in most large industrial cities. Explain that natural causes such as volcanic action can also cause sulphur dioxide and that mixed with water it forms an acid that corrodes metal and eats into cloth and paint. Discuss: 1. Causes of air pollution in Anchorage 2. Why we are concerned with air pollution 3. Natural body defenses (hair and mucous in nose) 4. Cottrel method-electrostatic precipitation 5. Zoning and burning permits Get a vacuum cleaner with a hose. Tape a facial tissue over the hose. Turn on the vacuum, switch off after several minutes. Have students describe what they see.	Student can list causes of air pollution in Anchorage and local solutions of the problem.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand where Anchorage gets its water and sources of pollution.	Have students draw a map of the sources of water for the Anchorage Municipality. Where does our water come from? Where does it go? Locate sources of pollution on map.	Student can list sources of water pollution in Anchorage.
Students understand how the Anchorage Sewage Treatment Plant works.	Have students make a mini oil slick on water and on tundra, investigate the results, and discover solutions to the problem. Take a field trip to the Anchorage Sewage Treatment Plant. After field trip have students describe sewage treatment methods used and how they work. Where do processed liquid wastes go? Where do processed shredded solid wastes go?	Student can describe local sewage treatment methods.

Social Health

Environmental Health

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students recognize the effect of noise pollution upon people.	Have students experiment with listening to a radio at their normal listening level. Have them turn the radio up to as high as they can stand it. In class discuss the parts and function of the ear and how we hear. Explain decibels. Have students make a tape recording of sounds made by people and their machines. Listen to the recording and make a list of what is heard. People sounds vs. nature sounds. Arrange with the Environmental Protection Agency at least two weeks in advance to use their decibel meter. Arrange with various teachers to visit their areas briefly to take decibel readings (suggested sites: band, industrial arts, academic classes, gym, library). Have a student bring a snowmachine or motorcycle to school, and take a decibel reading five feet away while it is idling and revved up. Discuss the effects of high decibel readings on people. Were there any areas visited in the school where sound levels seemed dangerously high? What materials could be added to classrooms at your school to help diminish sounds? Why are mufflers put on cars? Why is it illegal to drive a snowmachine with the cowlings removed? Discuss the effect of loud rock music upon listeners and performers. Discuss safety measures used by sportsmen to reduce damage to their hearing while using firearms.	Student will describe the effect of noise pollution upon people.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
	Have the school nurse visit the class and familiarize students with the use of the sphygmomanometer. Have the nurse measure a student's blood pressure with a noise tape played. Record and compare. Have a class discussion on the following topics with the nurse participating: 1. Why is a high blood pressure level dangerous? 2. What stomach ailment could result from a changed rate of acid secretion? 3. What is the difference between dilate and constrict? 4. What occupations might cause a person to suffer hardship from noise pollution? 5. What is the relationship between physiological and psychological changes? Discuss local sound ordinances with a speaker from the Environmental Protection Agency. How does a citizen make a complaint against an offender? How effective is voluntary compliance with the law?	

Social Health

Consumer Health

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students recognize the danger signals of illness and are aware of the health services available within the community.	Compile a list of danger signs of illness. Discuss how to know when a doctor or some kind of help is needed. (Include both physical and mental symptoms.) Invite a member of the medical profession to visit the class and discuss medical services, what to expect, how to know when you have had a thorough check-up, what to do if you do feel you are not getting proper care, etc. Hold group discussions on the community health resources available. Compile a list of help available and discuss circumstances under which each of these sources might be used. Invite guest speakers from Municipal, State and Federal health service agencies to talk with the class and describe the services their agency offers. Role play a situation where a friend has just been released from a mental health hospital. Discuss the kinds of feelings people have under those circumstances, the stigma attached to mental illness, how it keeps people who need help from getting help, etc. Does this ever apply to other kinds of illnesses? What can be done to help in these situations?	Student participates in discussion of need for good health services. Student can describe symptoms that indicate medical aid is needed. Student describes the kinds of public health services available locally.
Students are knowledgeable about health and accident insurance.	Have students investigate various health and accident insurance plans and report to the class.	Student can describe the basic benefits of family's health and accident insurance plan.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand that most accidents can be prevented through knowledge, attitudes, and skills.	Divide class into groups and have each group discuss safety precautions that can be taken: - In the home - In school - Automobile driving - As a pedestrian - Motorcycle riding - As a sports participant - Skiing and snowmobiling - Babysitting - On the water - Winter survival skills	Student describes a variety of things that can be done to help prevent accidents. Student takes action to remove obstacles and to improve unsafe situations in the home and at school.
Students are aware that accidents are the leading cause of death for their age group.	Discuss traffic safety (pedestrian, cycle, auto, etc.). What causes accidents? Who is responsible? How can we ensure our own safety when riding or driving? Discuss the relationship between alcohol and drug misuse and accidents. Role play situations where anger, fear, etc., may lead to rash behavior which can cause accidents. Discuss. List basic rules for "What to do if you are lost in a wilderness area." Discuss or role play situations where a baby sitter may need special knowledge in case of accident.	
Students have had training in basic emergency first aid.	Use first aid training course or adaptation of it as time permits.	Student participates in first aid training course. Student practices skills needed to perform basic first aid.

SOCIAL HEALTH

Resources

Family, Self & Peers

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Hayakawa, Samuel I. Symbol, Status and Personality. New York: Harcourt, Brace, 1963.

Miles, Mathew B. Learning to Work in Groups. New York: Teachers College Press, 1959.

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Rogers, Carl. Freedom to Learn: A View of What Education Might Be. Chicago: Merrill, 1969.

* Watt, Lois Belfield. Family Life and Sex Education. Washington, D.C.: Department of Health, Education and Welfare, 1967.

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| 7-1 | Personality Rating Scale |
| 7-6 | Functions of the Family |
| 9-2 | How Self-Confident Am I? |
| 9-3 | How Self-Reliant Am I? |
| 9-4 | Some Problems that Trouble Teenagers |
| 9-1 | Self-evaluation Test of Social and Ethical Maturity |

Consumer Health

F-1628 Label Logic

UN-253 The Food and Drug Administration: A Nation's Watchdog.

Miller, B. F. et. al. Investigating Your Health. Boston: Houghton, Mifflin, 1978. Chapters 22-23

Otto, James, et. al. Modern Health. New York: Holt, Rinehart, Winston, 1971. Chapters 31-32.

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Consumer Reports, Medicine Show, New York: Pantheon, 1974

* Reference Books for Teachers Only

Safety

F-1325 Ready or Not
F-1840 Earthquake Don'ts and Do's
F-1848 Mechanized Death
F-1855 Drown Proofing
Cold Can Kill - Loan from U.S. Coast Guard, Request through Community Resources
Another Day of Cruising - Loan from U.S. Coast Guard, Request through Community Resources
Big Natures Rules (film on hypothermia) available from ASD Health Service Coordinator
Freezing Injury (film on frostbite) available from ASD Health Service Coordinator
UN-7 First Aid
UN-118 Resusci Anni
UN-119 Tammi - torso model

Lampe, John M. et. al. Health and Safety For You. San Francisco: McGraw Hill. 1975

Lawrence, Thomas Gordon et. al. Your Health and Safety in a Changing Environment. New York: Harcourt, Brace, Jovanovich, 1973.

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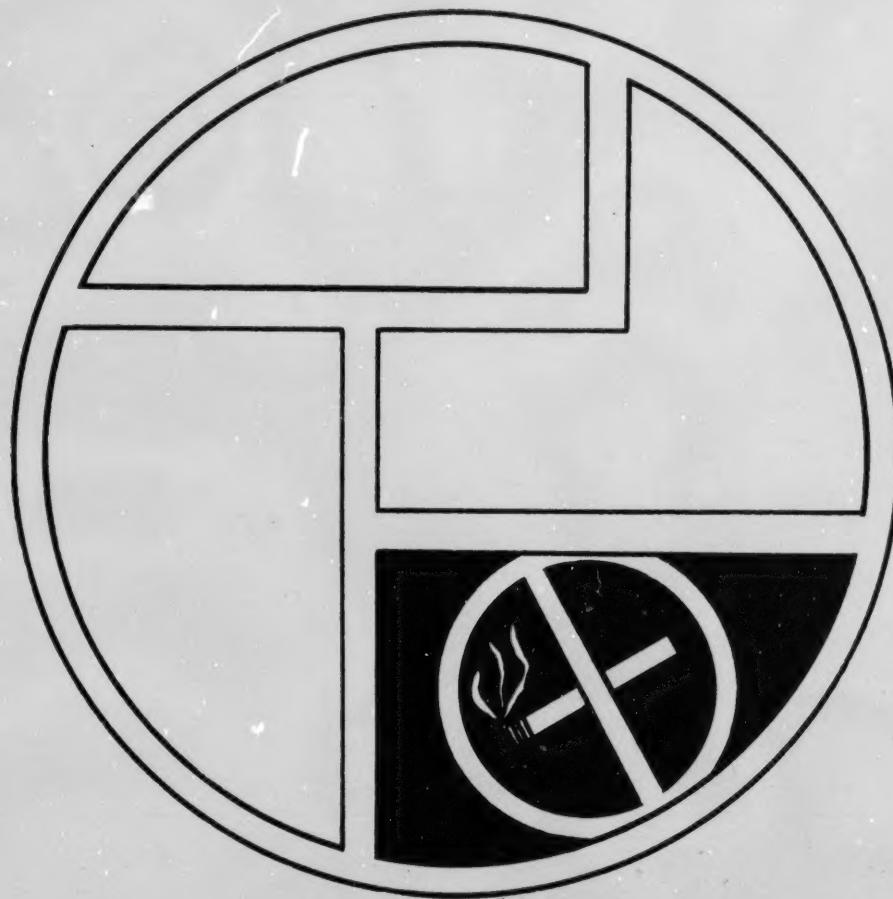
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HABITUATING BEHAVIOR

The major concern of this section is the misuse of a wide variety of non-food substances ranging from household products to alcohol, tobacco and other dangerous drugs. Most students will develop good habits relating to the use of these substances and will not abuse them. Some adolescents, experiencing unusual problems and needs, will be led to misuse these substances and even become addicted. Information alone will not keep young people from becoming involved, but a better understanding of the consequences associated with patterns of habituating behavior and a selection of alternatives to such behavior should make it possible for students to make a more knowledgeable decision and assume responsibility for their behavior. This unit also investigates the problems of obesity as it reflects habituating behavior.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are aware of the fact that alcohol has been used by people for centuries and their attitude toward its use has varied from time to time and place to place.	Give alcohol pretest to determine knowledge and interests of students. Discuss early use of alcohol in this country: Early settlers, "frontier spirit" prohibition, etc. Have students do research and report to class on such topics as use of alcohol for ritualistic purposes, as a substitute for water, as a medicine, etc. Assign the development of a timeline summarizing the various viewpoints held toward the use of alcoholic beverages during different periods in history. Discuss topic: "Nothing to excess; moderation in all things."	Student can talk about use of alcohol and attitudes toward that use during various periods in history.
Students are aware of the factors and conditions responsible for the effect of alcohol on the body.	Chart different types of alcoholic beverages stating differences, alcoholic content, and substance from which they were made. Discuss the utilization of alcohol by the body and the depressant effects of alcohol. Have students find out about illnesses caused by excessive use of alcohol, how frequent they are, what their usual outcome is, and report to class.	Student defines alcohol as a depressant and can state the effect of a depressant upon the body.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are aware that alcoholism is a disease that affects all social groups.	Evaluate advertisements, television, and movies for their influence on the use of alcoholic beverages. Have student or students do research on reasons people drink to excess and report to class. Discuss. Have students role play situation with which they may have had contact. Suggested topics: - Social pressures to drink - Popular beliefs about alcohol - Reasons people drink - Effects of alcohol - Problems created by use of alcohol One effective way of dealing with the problem of alcoholism is to secure a member of Alcoholics Anonymous or some other ex-alcoholic to meet with the class and discuss this problem with them. Students may be encouraged to attend an "open" meeting of Alcoholics Anonymous or Alateens. Have students discuss how to deal effectively with an alcoholic parent or teenage friend. Have a person from the Anchorage Council on Alcoholism speak to the class and discuss with them some of the problems in Anchorage due to alcohol abuse. Discuss the changing viewpoint of the public towards alcoholism.	Student can identify some of the pressures that might cause people to drink and the personal and societal problems associated with excessive drinking.

Habituating Behavior

Alcohol

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are aware of the effect of alcoholics upon society.	Analyze with students some of the social problems that are attributed to use of alcoholic beverages. Ask for special reports on the use of alcohol and its relationship to: - Traffic accidents - Delinquency and crime - Marital and family problems - Economic losses to community - Birth defects Research estimates of cost of alcohol to consumers, cost of illnesses and accidents caused by alcohol, etc. Prepare chart comparing these costs to other items such as education, recreation, welfare, etc. Ask students to bring in newspaper and magazine articles for bulletin board dealing with alcohol and driving or crime in the community. Have local law enforcement officers talk with class. May discuss drinking and accidents, drinking and crime rate, etc. Also demonstrate use of breath-analyzer. Investigate local, state, national, and international laws dealing with drinking and driving.	Student can describe the effect of alcoholism upon citizens in Anchorage and offer solutions to the problems.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand ways tobacco has been used in the past and present.	Use cigarette smoking I.Q. test from the Alaska Lung Association as introduction to study of smoking.	Student can give arguments for and against the use of tobacco.
Students are aware of a variety of elements released on smoking which are known to have harmful effects upon the human body.	Have student prepare a brief historical summary of tobacco and smoking.	
Students understand that the healthy functioning of the cardiovascular and respiratory systems is basic to optimum well-being.	List and discuss the different ways that smoking affects our health. Use chalkboard or overhead transparencies.	Student can identify the elements in smoke that are dangerous to humans.
	Have students read reports in current medical journals and periodicals concerning the effects of smoking on health.	
	Have students read "I Am Joe's Lung," to understand normal functioning of lungs. Review other systems as needed.	Student demonstrates knowledge of the cardio-vascular and respiratory systems and how their function is impaired by smoke.
	Demonstrate the amount of smoke and tar that collect from one cigarette by means of a simple smoking machine.	
	Use an ice cube to illustrate the effect of tobacco on the taste buds. Put an ice cube on the tongue of a student for several seconds and then determine his or her ability to taste sweet, sour, bitter, and salty substances. This is comparable to the effect that smoking has on taste.	
	Discuss cellular changes in the ciliary lining of the respiratory tract. Use visual aids to show this effect.	

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are aware that the tobacco industry is a major business in the U.S. with strong lobbyists and a large advertising campaign.	To show the difference between physical exertion and heart rate and tobacco smoke and heart rate have students record own pulse rate for one minute while resting. Have them jump up and down for one minute and then record pulse rate again. Recount after 20 seconds and compare with results from smoking. Compare student's pulse rate, temperature, and blood pressure before and after smoking. (Directions in SMOKING DEMONSTRATION PROJECT BOOKLET available from the American Cancer Society.) Be certain to secure parental permission before using students in demonstrations involving their smoking. Appoint a committee of students to study and report to the class some of the ways curtailment of the use of tobacco may affect the national economy and that of states in which tobacco production is a major industry. Have students present an authoritative estimate of the amount of money spent annually by Americans on tobacco. Have students estimate expenditures which may result from smoking. (Cost of a pack-a-day habit per year, etc.) Have students research and report on estimated loss of human life and property from fires that have been caused by careless smoking. Bring magazine and cigarette ads to class. Discuss: "What appeal is made?" Sex? Manliness? Femininity? Sports? Fun? Out-of-doors? The "In" thing? To whom is the appeal made? How factual is the ad? Misleading? Deceptive? Fraudulent?... Hold panel discussion on extent to which teenagers are influenced by ads.	Student discusses advertisements for smoking and their effectiveness. Student discusses the effects of trying to shut down a major industry and gives solutions to the problem.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are aware that the choice of whether to smoke is one that each individual makes.	In class discussion and participation, use problem solving method to arrive at decision on whether to smoke. Caution: Students must be able to voice their opinions freely and be trusted to make their own decisions individually after the class consideration. Have class members develop lists of facts that should be known by all students concerning smoking. Divide into small groups. Have each group design an "anti-smoking" campaign directed toward teenagers. May submit to student council for a school-wide campaign. Invite some parents into the classroom and discuss parents' attitudes toward smoking. Assign students to interview smokers. Attempt to find out why they smoke, when they started, whether they believe it is harmful to themselves, etc. Make charts to illustrate the data collected. Have the class debate: "Does a person have a right, after purchasing an airline ticket, to light up and spread his smoke to others?" Have students discuss how to help a person break the smoking habit.	Student states his or her decision concerning smoking and acts accordingly.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students are aware that medical research has led to the discovery and use of a wide variety of drugs that cure illnesses and save lives. When used as prescribed by a doctor they are beneficial, when misused they can create serious problems.	Begin with pretest to determine the amount of actual knowledge students have on drugs. Present a filmstrip which gives accurate information on stimulants, sedatives, psychedelics, and narcotics. Follow with a post test so that students may evaluate their own factual knowledge of the effects of these drugs. Divide the class into groups to trace the history of drug uses and abuses through the ages. Groups may be assigned on the basis of historical eras or geographical areas. Reports should include such information as names of drugs, their sources, dates of discovery, uses and misuses, related problems. Have the class draw conclusions about the universality of the problems of drug abuse. Make a display of empty medicine bottles and containers which still have labels on them. Analyze the contents in terms of the kinds and amounts of drugs in each. Make a series of graphs to illustrate the composition of several medicines. Discuss each medicine for its intended use; i.e., pain, coughing, etc. Discuss proper use of prescription and non-prescription drugs with special attention to recommended dosage. Have students view and keep records of TV commercials, magazine and newspaper ads on common medicines and drugs. Discuss how these ads influence attitudes toward drug use. For example, the idea that there is a drug to take care of almost every complaint a person may have from headache to acid indigestion, so why suffer? Ask pupils to suggest reasons why some drugs may be purchased legally by prescription only and why some have been outlawed. Invite a doctor or pharmacist to visit the class and discuss how drugs are used safely and reasons for care in their use.	Student is aware of benefits of medicines when used as prescribed and can identify some of the dangers of using both prescriptive and non-prescriptive drugs indiscriminately.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand the scientific facts about the effect of drugs most commonly abused have on the human body.	Begin a vocabulary list of basic terms and specific drugs. Have students begin by listing on the board as many words as they can think of that are related to drugs and get definitions. Define the terms "depressant", "stimulant," and "hallucinogen." Request that students make charts summarizing the effects of each of these on the nervous system. Cite examples of each substance. Ask the students to suggest reasons these are classified as narcotic or dangerous drugs. Discuss the difference between addicting and habit-forming substances.	Student is aware of the effect of drug abuse upon the human body.
Students understand that the drug abuse problem is not confined to any specific economic or sub-cultural segment of our population.	Have students fill a bulletin board with pictures, newspaper and magazine articles, posters, brochures, and advertisements related to drug abuse. Use the bulletin board as a starting point for discussion of such topics as law enforcement, social problems, individual reactions, dangers, influences of psychedelic experiences on popular art and music, and medical findings on the use and misuse of drugs. Assign students to read articles in current publications on the reasons for the widespread use of drugs and report to the class. Compile a list of as many reasons as are mentioned. Discuss them and try to arrive at some consensus as to the main reasons for this abuse. Assign students to report on the highlights of the life story of Bill Stern, the famous sportscaster; Johnny Cash, Janis Joplin and Jim Hendrix, entertainers; and of other famous personalities who have become addicted to drugs. Describe the personality of the individual who is addicted to drugs, the kind of life typically led, problems of coping with reality, encounters with the law because of illegal possession and because crime has been turned to in order to support the habit, and health problems. Invite a psychologist into class to talk with students regarding the psychological aspects of addiction and drug abuse.	Student can identify reasons why drugs are abused and expresses his or her opinions about these reasons.

Habituating Behavior

Drugs

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand that drug abuse creates problems for both the individual and society as a whole.	Identify some of the problems which face an individual who has become addicted to drugs. Many are school dropouts. They have few skills or very poor work records. When rehabilitated, the addicts are often not accepted by former friends and associates. They find a scarcity of job opportunities. Assign a pair of students to research each of the following areas of social consequences of drug abuse: 1. family relationship; 2. group relationships; 3. future careers. 4. dropout potential; 5. financial demands; and 6. delinquency and crime. After looking up information, they might participate in a student seminar pointing up consequences of drug abuse in each area. Have students research statistics as to the annual cost of drug abuse to the community. Arrange a panel on this. Included should be such costs as drug abuse education programs, law enforcement, maintenance and supervision of parole of drug violators, and treatment and rehabilitation programs. Arrange to have an ex-addict talk with students about drug abuse. Invite a member of the legal profession to class and discuss legal aspects of the drug problem. Have students do research on the relationship between increase of drug abuse and increase of crime rate in cities. Discuss the statement: "The increase in use of heroin almost always brings organized crime into an area." Invite representatives of the Anchorage Police Department or State Highway Patrol to discuss the drug problem in Anchorage.	Student recognizes and shows concern for the problems faced by the drug abuser and for the effect that abuse has upon the community.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students understand that there are alternatives to the use of drugs and that each individual must make his or her own decision regarding their use.	Have a panel discussion answering the following question: What changes would you make in the present laws or what new laws would you make to control more effectively the misuse of drugs and other dangerous substances? Have the class identify as many personal or social problems as they can which they feel may be reasons young persons are concerned or dissatisfied and which may be behind the increasing use of drugs. Have them rank them in order of relative importance or concern. Choose one or more that have greatest interest for members of this class and apply the "force field" technique for problem solving to it (see unit on problem solving and decision making). Do this as a class activity. Then have students write a paragraph giving their reactions to it. If there is variety in their reactions, they may be read aloud anonymously and used as a basis for further discussion. Have a panel discussion: "What is missing in our society that causes so many young people to try to find answers in drugs?" Debate: "Using drugs is a 'cop out.' It's a way of escaping reality." Discuss the idea that it is possible to "turn on without drugs." This might be done in small groups first with recorders reporting to the class and then discussing. Discuss the topics: "Society is losing one of its most valuable resources when young people "drop out" by turning to drugs," "Young people who turn to drugs miss out on some of the most valuable learning time of their lives." Invite a panel of high school students (for junior high) or community college students (for senior high) to meet with the class and discuss activities and other ways to try to solve personal or large scale social problems as an alternative to drug abuse.	Students can identify alternatives to drug use and describe their decision concerning drug usage.

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
Students recognize that there are different approaches and groups and agencies involved in the treatment of drug dependency and that successful treatment has been extremely limited.	Role play situations in which problems are confronted and/or decisions have to be made. Use role reversal techniques and have students discuss how they felt when in the roles. Some suggested problems: 1. You are at a party when someone brings in some drugs. Pressure is applied by others present to get you to take some. 2. Your friend has become a frequent drug user and you want to help him or her. 3. You attend a party and police come and take everyone in because drugs are found. 4. Your best friend wants to quit school and hitchhike around the country and pressures you to go along. Several other friends have done this and say it's great. Your parents want you to finish school. Divide class into committees and ask them to identify responsibilities of students in preventing the spread of drug dependency. Come together and share findings. Identify parental responsibility in the prevention of drug abuse. Discuss ways for alerting parents and other adults to the dangers of drug abuse and ways to help parents meet the problem constructively without pushing the "panic button." Have a small group of students prepare a panel discussion in which they bring out the following ideas: 1. Our success in treating drug addiction leaves something to be desired; 2. The reasons for this lack of success probably lie in the approaches we have taken; 3. We have a public health model for treating various similar types of diseases; 4. What is "The Community Mental Health Approach To Diagnosis?" 5. What are the "Targets, Goals, and Methods for Intervention" in the Community Mental Health Approach for Diagnosis? Ask students to evaluate some of the current philosophies concerning the treatment and rehabilitation of the drug addict, such as the advisability of government controlled clinics for the dispensing of drugs to addicts, compulsory	Student expresses concern over the problem of how to help the drug dependent person and participates in discussions on how to improve rehabilitation efforts.

Habituating Behavior

Drugs

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME
	hospitalization of addicts, halfway houses to help the former addict to readjust to society, and early parole of addicts. Ask for reports on local, State, and Federal programs for the rehabilitation of the drug addict. Describe some of the problems these programs have had. To what degree are they successful?	

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Habituating Behavior

Obesity

CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME																																								
Students will participate in a process of self-evaluation, with regard to their physical well-being.	Have students list at least three things, people, places, and values they feel are most important in their lives. Have students, who wish to do so, read their lists aloud. Have students draw up a list of things they feel they have power over and things they feel they do not have power over. Have students draw a self-portrait showing what they like about themselves and what they do not like about themselves. Have them write what they would like to do to improve themselves. Have students write an autobiography.	Students will be able to evaluate their physical problems if any; i.e., obesity, underweight, poor muscle tone, etc., in terms of their own behavior.																																								
Students will be able to evaluate their own physical fitness.	Measure and weigh students. Explain the Wetzel Grid and have each student plot height and weight on grid.	Student plots weight and height on Wetzel Grid and can explain process.																																								
Students will understand how to use behavior modification theories to break patterns of habituating behavior.	Discuss the concept of behavior modification. Have students suggest methods of modifying eating patterns to help obese people lose weight; i.e., don't walk around with food, take one bite and put fork back down on table, chew food twenty times.	Student will be able to enumerate ways to discourage over-eating.																																								
Students will be able to evaluate their own metabolic balance (intake vs. output of energy).	Have students keep record of eating patterns over three day period by completing the following chart. Discuss various eating patterns and have class make suggestions on modification.	Student will be able to explain his or her eating patterns and compare caloric intake to calorie exchange through physical activity.																																								
	<table><tr><th colspan="2">Food Eaten</th><th>Time</th><th>Social</th><th></th><th>Where</th><th>Mood</th><th>What Meal</th></tr><tr><th>Quantity</th><th>Type</th><th>Circle if part of a meal</th><th>Alone</th><th>With whom?</th><th></th><th>Anxious Bored</th><th>Breakfast Lunch Dinner</th></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>	Food Eaten		Time	Social		Where	Mood	What Meal	Quantity	Type	Circle if part of a meal	Alone	With whom?		Anxious Bored	Breakfast Lunch Dinner																									
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CLASSROOM OBJECTIVE	LEARNING EXPERIENCE STRATEGY	EXPECTED OUTCOME																																				
Students will understand the physiological, economic and social toll obesity takes.	Have students keep an activity expenditure of calories record over three days. <table><thead><tr><th>Activity</th><th>Calorie Cost Per Minute</th></tr></thead><tbody><tr><td>Swimming (crawl)</td><td>11.5</td></tr><tr><td>Skiing at Moderate Speed</td><td>10.8</td></tr><tr><td>Running</td><td>10.6</td></tr><tr><td>Tennis</td><td>7.1</td></tr><tr><td>Dancing</td><td>7.0</td></tr><tr><td>Cycling</td><td>7.0</td></tr><tr><td>Gardening</td><td>5.6</td></tr><tr><td>Walking (3.5 mph)</td><td>5.0</td></tr><tr><td>Golf</td><td>5.0</td></tr><tr><td>Bowling</td><td>4.4</td></tr><tr><td>Ironing</td><td>4.2</td></tr><tr><td>Light Housework</td><td>3.7</td></tr><tr><td>Play with Children</td><td>3.5</td></tr><tr><td>Volleyball</td><td>3.5</td></tr><tr><td>Washing & Dressing</td><td>2.6</td></tr><tr><td>Standing at Ease</td><td>1.9</td></tr><tr><td>Sitting</td><td>1.6</td></tr></tbody></table>	Activity	Calorie Cost Per Minute	Swimming (crawl)	11.5	Skiing at Moderate Speed	10.8	Running	10.6	Tennis	7.1	Dancing	7.0	Cycling	7.0	Gardening	5.6	Walking (3.5 mph)	5.0	Golf	5.0	Bowling	4.4	Ironing	4.2	Light Housework	3.7	Play with Children	3.5	Volleyball	3.5	Washing & Dressing	2.6	Standing at Ease	1.9	Sitting	1.6	Student will be able to describe the disadvantages of obesity.
	Activity	Calorie Cost Per Minute																																				
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	Divide the class into groups and have them do research on the following topics and report their findings to the class: 1. Diseases associated with obesity 2. Causes of malnutrition 3. Social and economic toll of obesity Have a dietician talk with class on the topic of fad diets and the effect of junk foods.																																					

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HABITUATING BEHAVIOR

Resources

Tobacco

- F-1146 From One Cell
- F-2213 Decision for Mike
- F-3045 The Embattled Cell
- F-3047 Smoking: Past and Present
- F-3050 A Breath of Air
- F-3348 Tobacco: The Idiot's Delight
- UN-19 Cancer: Challenge to Youth

Miller, B.F. et. al. Investigating Your Health. Boston: Houghton Mifflin, 1978. Chapter 12.

Otto, James, et. al. Modern Health. New York: Holt, Rinehart, Winston, 1971. Chapter 14.

Otto, James, et. al. Modern Health. New York: Holt, Rinehart, Winston, 1976.

Unsigned Article. "I Am Joe's Lung." Reader's Digest, (March, 1969).

Smoking and Health. (Washington: U.S. Government Printing Office).

What's Your Cigarette Smoking I. Q.? (Anchorage: Alaska Lung Association).

Smoking Demonstration Project. (Anchorage: American Cancer Society).

Alcohol

- F-1836 Social Drinker and the Anti-Social Driver
- F-1936 Alcohol, Tobacco & Drugs vs. Physical Fitness
- F-3344 Getting Busted
- VT-233 Southcentral: The Drunken Driver; Murder Under The Influence

Otto, James, et. al. Modern Health. New York: Holt, Rinehart & Winston, 1976. Chapter 12.

Miller, B. F., et. al. Investigating Your Health. Boston: Houghton Mifflin, 1974. Chapter 13.

Here's Looking At You. National Institute on Alcohol Abuse and Alcoholism, Contract No. 5H84AA0 1842 (4E) Revised June, 1976.
Clay Roberts, Educational Service District No. 110, 1410 S. 200 Street, Seattle, WA 98148.

Drugs

F-943	Drugs and the Nervous System
F-944	Hooked
F-1278	Narcotics - The Inside Story
F-1607	Up Pill, Down Pill
F-1721	Marijuana
F-3352	Drugs and Medicines Series: Help For A Friend
UN-2	Drugs in Today's World
UN-165	The Drug Threat: Your Community's Response
UN-167	Drug Misuse and Your Health

Miller, B. F. et. al. Investigating Your Health. Boston: Houghton Mifflin. 1978. Chapter 14.

Otto, James, et. al. Modern Health. New York: Holt, Rinehart & Winston. 1971. Chapter 13.

Otto, James, et. al. Modern Health. New York: Holt, Rinehart & Winston. 1976.

Clark, Marguerite. "Dangers of Drug Abuse," The PTA Magazine, (May, 1968).

Gould, Robert E. "Preventing Drug Abuse," The PTA Magazine, (March, 1970).

Hollister, William G., M.D. "Why Adolescents Drink and Use Drugs," The PTA Magazine, (March, 1969).

Hector, Milton G. "Drinking and Pot Parties," The PTA Magazine, (March, 1967).

Sauer, Louis W. "The Dangers of the Drug Called LSD". The PTA Magazine, (September, 1970).

Winick, Charles, Ph. D. "Drug Addicts Getting Younger," The PTA Magazine, (September, 1970).

Unsigned Article, "Behind the Search for Kicks," The PTA Magazine, (September, 1965).

Unsigned Article, "Drug Use: An Emotional Storm Signal," The PTA Magazine, (March, 1968).

Unsigned Article, "Students and Drug Abuse," Today's Education, (March, 1969).

Unsigned Article, "The Making of A Hippie," The PTA Magazine, (January, 1969).

Sheller, Alice. "Drug Abuse and Your Child," Public Affairs Pamphlet No. 448. Public Affairs Pamphlets, 381 Park Avenue South, New York, New York 10016

Unsigned Article, "Drugs of Abuse," Bureau of Narcotics and Dangerous Drugs, U. S. Department of Justice, Washington, D. C. 20537

Obesity

NEA Service, Inc. "Wetzel Grid for Evaluating Physical Fitness in Terms of Physique, Developmental Level and Basal Metabolism," 1200 W. 3rd Street, Cleveland, Ohio.

COMMUNITY RESOURCES

The following listing of over seventy examples of community health service agencies was based on a survey conducted in September, 1977, by the Planning Department Staff of the Municipality of Anchorage. Classroom teachers should find the information helpful in ordering such resources as films, pamphlets, and guest speakers from these agencies. Teachers are reminded to make requests for resources through the Anchorage School District Community Resources Scheduling Center rather than contact the agencies directly. The resource librarian in each secondary unit can assist teachers in completing the appropriate forms. This listing is not to be considered exhaustive nor does it necessarily indicate a recommendation by the Anchorage School District.

ALCOHOLISM

AL-ANON

- Objectives— fellowship of family and friends of alcoholics
- Services—
1. meetings and phone contact
 2. education awareness for community
 3. teenage groups - kids 12-20 Monday and Thursday

ALASKA BAPTIST FAMILY SERVICE CENTER

- Objectives— to provide support to families with difficulties and to provide residential care for youth who cannot remain at home
- Services—
1. alcohol
 2. marriage/divorce
 3. residential program for youth
 4. family
 5. education
 6. spiritual

ALASKA NATIVE COMMISSION ON ALCOHOLISM AND DRUG ABUSE

- Objective— to provide assistance on alcoholism and drug abuse
- Services—
1. to promote and provide assistance to regional health corporations in their alcoholism efforts
 2. to provide sub-contracts to six health corporations to work in the field of alcoholism
 3. to participate, encourage, and initiate prevention and education efforts in substance abuse
 4. to assist in training efforts for human service workers
 5. to coordinate our efforts with existing alcoholism agencies for rural people

ALCOHOLICS ANONYMOUS

- Objective— help alcoholics achieve sobriety and recover from alcoholism
- Services—
1. recovery assistance
 2. weekly lay meetings

COMPREHENSIVE ALCOHOLISM PROGRAM-SALVATION ARMY

Objectives— to provide comprehensive services for alcoholics

- Services—
1. central intake for all programs listed required
 2. outpatient aftercare provides individual and group counseling
 3. residential, short-term intensive therapy for 5-6 weeks
 4. residential, long-term 120-180 days
 5. emergency medical services-alpha center walk in
 6. detox-withdrawal and specially equipped van

ELMENDORF AFB SOCIAL ACTIONS

Objectives— to provide individual and group education

- Services—
1. alcohol and drug rehabilitation
 2. human relations
 3. minority discrimination and equal opportunity programs

FAMILY RESOURCE CENTER

Objectives— to provide treatment for the families of alcoholics and alcohol abusers

- Services—
1. individual, group, family, and couples counseling
 2. education and referral services
 3. outreach in home conferences with any group interested

FT. RICHARDSON ALCOHOL AND DRUG CONTROL OFFICE

Objectives— to aid those with drug or alcohol abuse problems

- Services—
1. drug and alcohol counseling
 2. reality therapy
 3. rational emotive therapy

FT. RICHARDSON D.A.R.E. CENTER

Objectives— to provide social services, career training, rehabilitation and education on drug or alcohol problems for military personnel

- Services—
1. group counseling
 2. referral
 3. preventive education
 4. para-professional training
 5. unit consultation
 6. coordinate with courts on D.W.I. referrals

STUDIO CLUB

Objectives— halfway house and treatment center for admitted alcoholics

- Services—
1. group therapy
 2. vocational planning and referral
 3. individual counseling
 4. room and board
 5. clothing

U.S. POSTAL SERVICE PROGRAM FOR ALCOHOLIC RECOVERY

Objectives— to get valued employees with an alcohol problem back on the job at full recovery

- Services—
1. counseling
 2. follow-up
 3. hospitalization, if necessary

NATIONAL COUNCIL ON ALCOHOLISM

Objectives— to encourage the adoption by Alaskans of a knowledgeable supportive attitude toward a solution to the problem of alcoholism

- Services—
1. distribute literature and publish a State-wide newsletter
 2. help local communities develop local councils on alcoholism
 3. help communities participate in grant and funding mechanisms made available by State and Federal governments
 4. T.V. and radio public awareness announcements

CRISIS INTERVENTION

ALASKA CHILDREN'S SERVICES, INC.

Objectives— to administer services through the agencies/programs listed below

- Services—
1. North Star House - Alaska Children's Services
 2. Jesse Lee Home - Alaska Children's Services
 3. Center for Children and Parents - Alaska Children's Services
 4. Aquarius House - Alaska Children's Services
 5. Colletti House - Alaska Children's Services
 6. Youth Services Center - Alaska Children's Services

ALASKA YOUTH ADVOCATES

Objectives— provide young people with accessible counseling, information, and advocacy services to avoid contact with the juvenile justice system

- Services—
1. crisis intervention and counseling
 2. family conferences
 3. legal resources
 4. community education

ALASKA WOMEN'S RESOURCE CENTER

Objectives— to improve the status of women and advocate the right of women to achieve their full potential

- Services—
1. counseling
 2. classes - 4 to 6 meetings on assertiveness, body awareness
 3. crisis intervention
 4. consciousness-raising groups
 5. monthly newspaper - Source Line
 6. information and referral line

AMERICAN RED CROSS

Objectives— to prepare/prevent possible suffering caused by personal, family, community, or national crisis

- Services—
1. disaster relief
 2. volunteer help for elderly, handicapped, and families
 3. classes - first aid, water safety

ANCHORAGE RAPE & ASSAULT CENTER

Objectives— education and information to the public on the subject of rape and assault

- Services—
1. 24-hr. on call victim advocacy
 2. information and referral on all aspects of rape and sexual assault
 3. training for provider agencies; i.e., how to deal with rape victims, medical and legal advice
 4. referral, if requested

SUICIDE & CRISIS PREVENTION SERVICE

Objectives— phone intervention in any crisis situation

- Services—
1. referrals to appropriate services
 2. informal phone counseling

YOUTH SERVICES CENTER — ALASKA CHILDREN'S SERVICES

Objectives— to provide residential, diagnostic, and evaluative services and short-term treatment to youth

- Services—
1. emergency shelter, crisis intervention, and short-term treatment
 2. dial-a-friend youth crisis hot line
 3. counseling

CAREERS IN HEALTH

ANCHORAGE MUNICIPAL HUMAN SUPPORT SERVICES

Objectives— to administer services through the agencies/programs listed below

- Services—
1. Youth Manpower Services
 2. Day Care Assistance Program
 3. Employment and Training Division
 4. Housing and Community Services
 5. Opportunities for the Handicapped
 6. Public Service Careers, Public Service Employment

UNIVERSITY OF ALASKA, ANCHORAGE – CONTINUING EDUCATION IN THE HEALTH SCIENCES

Objectives— to provide an opportunity for professionals working in the health sciences to keep their skills updated

Services—
1. short courses in health sciences
2. current courses crisis intervention for nurses, leadership and management for nursing leaders, physical assessment, therapeutic communication

UNIVERSITY OF ALASKA, ANCHORAGE – COUNSELING AND TEST CENTER

Objectives— to provide a full range of counseling and testing services

Services—
1. divorce/marital counseling
2. career planning and preparation
3. sexual counseling
4. administers psychological and vocational testing
5. referral to other agencies

CINA YOUTH SERVICES

Objectives— to provide supplementary educational programs for Native youth

Services—
1. youth center drop-in basis
2. recreation-skiing, team sports, camping
3. tutoring
4. career guidance

UNIVERSITY YEAR FOR ACTION

Objectives— to provide volunteer students with a combination of academic and experiential learning and to develop professional skills

Services—
1. program concentrations in criminal justice, health care delivery systems, education, social welfare, public communications
2. 32 hrs. direct field experience

CONSUMERISM

ALASKA PUBLIC INTEREST RESEARCH GROUP

Objectives— research, advocacy, and action in public interest areas such as tax reform, housing, government accountability, and other consumer concerns

Services—
1. consumer advocacy
2. monitoring of government wrongdoing
3. newsletter

ALASKA STATE CONSUMER PROTECTION CENTER

Objectives— to enforce Alaska's Unfair Trade Practices and Consumer Protection Act

Services—
1. law enforcement
2. investigation
3. litigation

DRUG ABUSE

CENTRAL INTAKE FOR DRUG ABUSE - ANCHORAGE MUNICIPALITY

Objectives— to aid those with drug related problems

Services—
1. information and referral
2. motivation counseling
3. referrals to drug abuse programs
4. technical assistance
5. public information

FAMILY HOUSE

Objectives— to provide long-term therapeutic environment for hardcore drug abusers

Services—
1. residential treatment for drug dependents as alternative
2. family therapy-family rap
3. vocational guidance

FUTURE HOUSE, INC.

Objectives— to provide residential facility for drug abusers as an alternative to incarceration

Services—

1. three-phase system of treatment and training for reentry into community
2. program runs approximately one year with accelerating responsibilities
3. vocational and on-the-job training

NARCOTIC DRUG TREATMENT CENTER, INC.

Objectives— counseling and detoxification for heroin addicts

Services—

1. methadone detoxification - out patient
2. methadone maintenance program
3. physical exam and ongoing health surveillance
4. counseling service for cocaine abusers

HANDICAPPED

ALASKA TREATMENT CENTER

Objectives— serve handicapped of all ages, physically, emotionally, and educationally

Services—

1. communicative disorders - hearing and speech and language
2. physical rehabilitation - occupational, physical and cardiac
3. family counseling
4. early entry counseling-psychometrics
5. behavior therapy

ALASKA VISION/HEARING IMPAIRED PROGRAM

Objectives— diagnostic, educational, vocational and rehabilitative

Services—

1. assistance to professionals and parents of hearing/vision impaired
2. identification of materials
3. diagnosis
4. evaluation

HOPE COTTAGE

Objectives— to provide housing and treatment for mentally retarded children and adults, to help residents attain a maximum level of functioning

Services—

1. residential care for children and adults in different stages
2. temporary housing
3. testing and evaluation
4. support services-education for reentry
5. recreational activities

MARCH OF DIMES

Objectives— to provide care and prevention of birth defects

Services—

1. sponsors and finances birth defect clinics and genetic services
2. will give some direct assistance to individuals
3. sponsors professional and school education programs
4. award scholarships for students entering nursing programs
5. referral services

NATIONAL FEDERATION OF THE BLIND OF ALASKA

Objectives— to expand services for the blind and visually handicapped and to establish a training center for the blind and deaf

Services—

1. information and referral
2. United States talking book services
3. outreach and counseling services
4. housing services
5. advocacy
6. some recreation
7. small mechanical aids

HEALTH SERVICES

ALASKA HOSPITAL AND MEDICAL CENTER

Objectives— to provide comprehensive medical care for the public

- Services—
1. general hospital care
 2. critical care unit for burns
 3. computerized tomography brain scan
 4. emergency room services
 5. provides other computerized medical services
 6. social services
 7. alcohol treatment program - 30 day
 8. medical detoxification

ALASKA LUNG ASSOCIATION, INC.

Objectives— to prevent and control lung diseases through education

- Services—
1. lectures to students and adults on smoking and lung disease
 2. visual aids
 3. educational pamphlets and posters
 4. consultation by physicians to planning groups

ALASKA NATIVE HEALTH SERVICE

Objectives— to attain optimum health level for Alaska Natives and provide clinical backup and consultations to other service unit hospitals

- Services—
1. general hospital care
 2. dental care
 3. social and mental health care
 4. field health services
 5. emergency medical care
 6. outpatient care - eye, ear, nose, throat, orthopedic, etc.
 7. patient education services

ALASKA STATE, PUBLIC HEALTH DIVISION

Objectives— to administer services through the agencies/programs listed below

- Services—
1. communicable disease control
 2. impairment registry
 3. tuberculosis and chest disease control services
 4. child development services

ALASKA STATE MEDICAL ASSOCIATION — REFERRAL

Objectives— to provide referral service for the medical profession within Alaska

- Services—
1. provide names of physicians, background, and specialties
 2. provide names of psychiatrists, background, and specialties
 3. grievance committee for general public

AMERICAN CANCER SOCIETY — ALASKA DIVISION

Objectives— to provide service to Alaskans presently under treatment for cancer

- Services—
1. transportation
 2. hospital equipment in the home
 3. rehabilitation training
 4. financial assistance
 5. referral service
 6. nursing and homemaking

ANCHORAGE MUNICIPALITY, DEPARTMENT OF HEALTH AND ENVIRONMENTAL PROTECTION

Objectives— to administer services through the agencies/programs listed below

- Services—
1. central intake for drug abuse
 2. children's services
 3. district nursing section
 4. early and periodic screening center
 5. family planning center
 6. infant sudden death
 7. well-child clinic
 8. women, infants and children
 9. venereal disease clinic
 10. home health section

ANCHORAGE NEIGHBORHOOD HEALTH CENTER

- Objectives— to provide health services for Anchorage residents
- Services—
1. diagnosis, preventive care, lab tests, X-rays and immunizations
 2. OB clinic, maternity, nutritional care, family planning
 3. diabetic counseling, hypertension program
 4. vision tests, dental care
 5. transportation for patients to and from center

BIRTHRIGHT OF ALASKA, INC.*

- Objectives— aid for pregnant women and new mothers
- Services—
1. pregnancy tests and counseling
 2. medical appointments
 3. transportation, housing, employment, financial aid, and referral
 4. clothing and baby furniture, when available

BLOOD BANK OF ALASKA, INC.

- Objectives— to procure, process, store, and distribute whole blood and blood components
- Services—
1. supply whole blood or blood components to hospitals

COMMUNICABLE DISEASE CONTROL - STATE OF ALASKA

- Objectives— to provide immunizations and diagnostic services
- Services—
1. free immunizations in health clinics
 2. diagnostic services available
 3. consultations
 4. educational material available
 5. VD and other communicable disease investigations as to source

EARLY AND PERIODIC SCREENING CENTER — ANCHORAGE MUNICIPALITY — DEPARTMENT OF HEALTH & ENVIRONMENTAL PROTECTION

- Objectives— to promote child and young adult health through early detection of health problems
- Services—
1. physical exam
 2. hearing and vision testing
 3. referral to physicians
 4. urine tests
 5. blood tests for anemia and sickle cell
 6. nutritional status
 7. immunizations

*If a speaker from one of these organizations is used in the classroom, the other organization must be given the opportunity to present its viewpoint on the issues.

ELMENDORF AFB HOSPITAL

Objectives— to provide medical services to military personnel, veterans, and Department of Defense personnel

- Services—
1. 30 beds for V.A. beneficiaries
 2. general medical services
 3. psychiatric unit
 4. outpatient mental health clinic

FAMILY PLANNING CLINIC — MUNICIPALITY OF ANCHORAGE* — DEPARTMENT OF HEALTH AND ENVIRONMENTAL PROTECTION

Objectives— promote family planning for women so they may have the choice when to bear children

- Services—
1. pregnancy detection and counseling
 2. family planning clinics
 3. pap smear and sickle cell clinics

GLENMORE

Objectives— to provide rehabilitation and skilled nursing services

- Services—
1. full time physician
 2. 24 hr. skilled professional services
 3. physical and occupational therapy
 4. speech and dietary therapy
 5. social services
 6. laboratory and X-ray services
 7. recreational programs

JESSE LEE HOME — ALASKA CHILDREN'S SERVICES

Objectives— residential therapeutic center for children who cannot live in their own family setting due to emotional or behavioral problems

- Services—
1. self-contained on ground school
 2. consultation and social worker support
 3. room and board
 4. recreational programs

*If a speaker from one of these organizations is used in the classroom, the other organization must be given the opportunity to present its viewpoint on the issues.

MEDICAID—STATE OF ALASKA

Objectives— to provide financial assistance to needy families unable to handle the expense of medical services

Services—
1. specified drugs
2. most physicians' services
3. hospitalization and medical transportation

PROVIDENCE HOSPITAL

Objectives— to provide comprehensive medical care for the public

Services—
1. general hospital in-patient service
2. social services
3. poison and control center
4. emergency room
5. psychiatric unit

SOUTHCENTRAL HEALTH PLANNING AND DEVELOPMENT, INC.

Objectives— regional health planning and review for all new health services or medical facilities projects

Services—
1. five-year health plan
2. annual implementation plan
3. health promotion planning and action
4. project review

U.S. CENTER FOR DISEASE CONTROL

Objectives— investigates occurrence and distribution of selected diseases

Services—
1. epidemiologic consultation
2. reference lab service
3. investigations
4. preventive medicine programs

**WELL-CHILD CLINIC – ANCHORAGE MUNICIPALITY – DEPARTMENT OF HEALTH
AND ENVIRONMENTAL PROTECTION**

Objectives— to supplement doctor's visits with well-child exams

- Services—**
1. educating parents of need for their children's medical attention
 2. counsel parents on child care
 3. give immunizations
 4. examine for any abnormalities
 5. clinics held periodically in all neighborhoods

**WOMEN, INFANTS & CHILDREN – ANCHORAGE MUNICIPALITY – DEPARTMENT OF HEALTH
AND ENVIRONMENTAL PROTECTION**

Objectives— to provide nutritional care and food to pregnant and lactating women and their small children

- Services—**
1. provide certain nutritional foods to needy women and children
 2. provide health care for the whole family
 3. provide nutritional information for family

MENTAL HEALTH

ALASKA CLINIC – PSYCHIATRY AND FAMILY THERAPY

Objectives— to provide psychiatric and psychological services

- Services—**
1. psychiatric services
 2. individual and group psychotherapy
 3. alcohol counseling
 4. family therapy
 5. youth counseling

ALASKA PSYCHIATRIC INSTITUTE – STATE OF ALASKA

Objectives— to provide in-patient care for mentally disturbed children and adults, criminals, and mentally retarded

- Services—**
1. diagnostic and therapeutic care
 2. medication
 3. physical assessment
 4. psychological testing
 5. individual and group therapy

STATE OF ALASKA, DEPARTMENT OF HEALTH AND SOCIAL SERVICES

Objectives— to administer services through the agencies/programs listed below:

- Services—
1. AK State, Corrections Div. of
 2. AK State, Mental Health, Div. of
 3. AK State, Public Assistance, Div. of
 4. AK State, Public Health, Div. of
 5. AK State, Social Services, Div. of

ANCHORAGE CHILDREN'S CENTER

Objectives— mental health services for children and families

- Services—
1. psychotherapy
 2. individual adjustment
 3. psychiatric diagnosis and treatment
 4. transition seminars for divorce and separation

ANCHORAGE COMMUNITY MENTAL HEALTH CENTER

Objectives— to provide comprehensive mental health delivery system emphasizing treatment and prevention services

- Services—
1. outpatient mental health services for adults and children
 2. individual and group therapy
 3. mentally ill
 4. psychiatric services

CABIN FEVER CLINIC

Objectives— to provide mental health services to those in need

- Services—
1. psychotherapy for individuals and families
 2. psychological testing and evaluation
 3. individual and group therapy
 4. marriage counseling

CENTER FOR CHILDREN AND PARENTS – ALASKA CHILDREN'S SERVICES

Objectives— to provide family-oriented services

- Services—
1. transactional analysis and gestalt groups
 2. human sexuality workshop and counseling
 3. marriage counseling
 4. individual personal growth counseling

CHILDREN'S SERVICES – ANCHORAGE MUNICIPALITY – DEPARTMENT OF HEALTH AND ENVIRONMENTAL PROTECTION

Objectives— to increase early intervention in the mental health problems of young children

- Services—
1. referral to child care programs and services
 2. consultation with child care providers
 3. staff training in early childhood programs

COMMUNITY AND FAMILY SERVICES CENTER—SALVATION ARMY

Objectives— to coordinate and give direction to various social services programs

- Services—
1. Family Services Bureau
 2. Missing Persons Bureau
 3. emergency food-canned goods, social service center
 4. emergency clothes-coupon usable at Salvation Army stores
 5. family and spiritual counseling, home visits
 6. day camp for youth

EAST ANCHORAGE PSYCHIATRIC GROUP

Objectives— to provide psychiatric and psychological services to a variety of individuals

- Services—
1. marital counseling
 2. families
 3. youth
 4. psychiatrist

FAMILY CONNECTION

Objectives— to alleviate the immediate needs of runaway youth through provision of temporary shelter and food and to help to reunite the runaway and family

Services—

1. family counseling where youth has threatened or run
2. short-term foster home placement, follow-up family work
3. crisis intervention for families

LANGDON PSYCHIATRIC CLINIC, INC.

Objectives— to provide psychiatric treatment on an outpatient basis

Services—

1. alcohol and drug
2. divorce/separation
3. family and youth
4. individual and group psychotherapy
5. psychological testing, psychiatric exam, lab studies

OPEN DOOR CLINIC

Objectives— to provide medical, counseling, crisis intervention, and education services

Services—

1. medical help, full time nurse
2. women's clinic, pregnancy, and birth control
3. short-term and long-term group, individual, and family counseling
4. legal aid referral
5. 24 hour hot line and crisis intervention

URBAN AND RURAL MINISTRY

Objectives— provide counseling through a religious context

Services—

1. alcohol
2. divorce/separation
3. drug
4. education
5. family
6. minority for rural communities

OBESITY

WEIGHT WATCHERS

Objectives— to provide a weight control program for members of the community

Services—
1. weekly meetings
2. education in new eating techniques and habits
3. maintenance of weight goal

ALASKA MISSION OF SEVENTH-DAY ADVENTISTS

Services—
1. films on tobacco's effect on body and health
2. films on alcohol and drugs

AMERICAN DIABETES ASSOCIATION, ANCHORAGE CHAPTER

Objectives— to conduct patient and professional educational programs, detection, and sponsor research

Services—
1. diabetes seminars for the public and professionals
2. free public testing
3. guest speaking
4. downtown office supplied with cookbooks and other educational materials
5. membership newsletter